

Directions:

Pre-seminar – (prepare and bring to class) 10 points

1. Read and annotate the assigned chapters of the text.
2. Bring all UTC response questions (6 sets of 2 questions each). Revise questions/answers as necessary (and add typed question, where needed) to prepare for discussion.
3. Come up with an additional thought-provoking question and answer the question. **Your answer should be at least 1/2 page typed, in MLA formatting, and should include properly formatted textual support.** (note: think big ideas – theme, characterization, slave narrative, etc. for this question!)

During-seminar – (engage as both a participant and a coach) 40 points

The Participants: (30 points)

- Must support their opinions with evidence from the text
- May speak at any time during the seminar with respect for the other participants
- May refer to other works the class has read if applicable to the text
- Must present 2-3 relevant questions of other participants at some point during the seminar

The Coaches: (10 points)

- Must evaluate the participant's performance during the seminar
- Must provide oral and written feedback to the participant after the seminar
- May not speak to their participants during the seminar
- May not speak to other participants or coaches during the seminar

In Class Guidelines:

- ✓ Come prepared with your annotated text and your prep work
- ✓ Be an active listener and speaker. Contribute to the discussion.
 - No side discussions
 - No talking over each other
 - Monitor your own “air time” (aka don’t dominate the discussion)
 - One Voice - only one person can speak at one time
- ✓ Be respectful (even if you do not agree)
- ✓ Use evidence or examples from your reading
 - You must back up statements with textual evidence (with specific page numbers)
 - Explain your answers - a simple yes or no is not acceptable you must explain
- ✓ Address each other by name and use “I” phrases
 - I agree with _____ because _____
 - I disagree with _____ because _____
- ✓ No raising hands
- ✓ Anyone may ask questions of the group at any time. Talk to the group, not to the teacher

Levels of Participation:

Level A

- Participant offers enough solid analysis, without prompting, to move the conversation forward
- Participant, through his/her comments, demonstrates a deep knowledge of the text and the question
- Participant has come to the seminar prepared, with notes and a marked/annotated text
- Participant, through his/her comments, shows that he/she is actively listening to other participants
- Participant offers clarification and/or follow-up that extends the conversation
- Participant's remarks often refer back to specific parts of the text.

Level B

- Participant offers solid analysis without prompting
- Through comments, participant demonstrates a good knowledge of the text and the question
- Participant has come to the seminar prepared, with notes and a marked/ annotated text
- Participant shows that he/she is actively listening to others and offers clarification and/or follow up

Level C

- Participant offers some analysis, but needs prompting from the seminar leader
- Through comments, participant demonstrates a general knowledge of the text and question
- Participant is less prepared, with few notes and no marked/annotated text
- Participant is actively listening to others, but does not offer clarification and/or follow-up to others' comments
- Participant relies more upon his or her opinion, and less on the text to drive her comments

Level D/F

- Participant offers little commentary
- Participant comes to the seminar ill-prepared with little understanding of the text and question
- Participant does not listen to others, offers no commentary to further the discussion
Participant distracts the group by interrupting other speakers or by offering off topic questions and comments