For the weeks of Oct 19-Nov 2, we’ll be reading selectively through Gries, L. E., & Brooke, C. G. (Eds.). (2018). *Circulation, Writing, and Rhetoric*. University Press of Colorado. <https://www.jstor.org/stable/j.ctt21668mb>

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| Oct 19 | *Circulation, Writing, Rhetoric* 1   * Everyone read the intro * Pick any two chapters from part 1, bring talking points for both  |  |  |  | | --- | --- | --- | |  |  |  | |
| Oct 26 | *Circulation, Writing, Rhetoric* 2   * Pick any 1 response chapter and 1 outside reading that’s relevant (perhaps from your an bib and developing project, *hint, hint*), bring talking points for both  |  |  |  | | --- | --- | --- | |  |  |  | |
| Nov 2 | *Circulation, Writing, Rhetoric* 3   * Afterword, bring futurity talking points  |  |  |  | | --- | --- | --- | |  |  |  | |

For each of these dates, you will bring “talking points” in the place of your journal responses. (You will post them to your course journal but should bring your handout to class.)

By “talking points” I mean you should **prepare a single-page handout that includes a citation, short summary of the chapter, lists a few key points or connections, and provides 2-3 discussion-oriented questions**. Visuals welcome but not required. You should have space to do both chapters on a single page—these talking points are intended to be short facilitators of discussion, not complete lecture notes. On each of those class days, I will invite 3 people to take some of the lead in shaping our discussion that day (we will make a schedule).

You don’t have to plan an “activity” unless you are just fired up to do so. The skills we are practicing by creating talking points are core grad school skills: summarizing, synthesizing, and extracting key points from a piece of scholarship, leading a discussion with your peers, and developing perspectives on our course topics.

**Questions for thought and discussion**

1. Think about the best class meeting you ever attended. What was happening in the room? What was the instructor doing? What were students doing? How did space and technology facilitate the class meeting?
2. Think about a major class meeting fail. What happened? What could the instructor or students have done differently to make the discussion successful? How did space and technology get in the way of the class meeting?

**Preparation is the thing**

1. **Read**. Read the article multiple times. Seek help as soon as you realize you need it.
2. **Have a Goal**: What do you want the group to know or do by the end of the discussion?
3. **Plan**. Plan questions and structure them to achieve your goals for the discussion.
4. **Write it Out**:A single-page document with a citation, short summary, key points or connections, and 2-3 questions makes a great handout. Could include visuals, too.

**Creating talking points and discussion questions**

* Start with a short summary or intro, something you could say in 3-ish minutes. Maybe ChatGPT can help, maybe not, I don’t know.
* Make a bullet list of key points from the reading.
* Write small set of questions that will help steer the class to the points you find most interesting and useful.
* Speculative questions (why? how?) can elicit opinions and promote discussion. Avoid yes-or-no questions or questions with obvious factual answers.
* Look for connections:
  + between current and previous readings
  + between theoretical constructs
  + to other weeks of the course (or other courses)
* Look for extensions or applications:
  + to writing practice
  + to personal or professional experience
  + to ethical decision-making or community
  + to teaching or research

**Tips for leading and managing discussion**

* **Be okay with silence**. Don’t answer your own question; wait and give answerers a chance to respond. It may take 8 seconds or more for class members to formulate a beginning response. Be ready to rephrase if asked.
* **Provide direction while giving autonomy**. A good discussion has a life of its own, but should not just be a free-form chat. You can interrupt the discussion if it’s digressing. Acknowledge the current focus of the discussion, and then announce you want to bring focus back to the original topic or the next issues.
* **Invite participation by other members of the group**. It’s okay to ask people to respond, to invite participants to elaborate, throw questions back at the group, and interrelate previous comments. Discussion is an occasion to inquire collaboratively with other prepared students to find questions and topics that are interesting and important.
* **Be aware of conversation hogs** and be ready to slide into the discussion during a breath or break in thought. Acknowledge their contribution and redirect.
* **Plan for an ending**. Make summary comments, reemphasize important points, or seek conclusions, consensus, or assessment.