Discussion Leaders: 4th Quarter Readings

AP Language & Composition

Thus, once this quarter, you’ll serve as seminar discussion leader. In doing so, your duties are as follows:

* Read the text you choose; develop 2-3 questions—Level 1, 2, and 3—dealing with the text. These should vary in terms of how they focus on the text, but the questions should deal generally with
  + The claim / evidence / stylistic choices
  + Open-ended contention / support of the claim
  + Connections to other texts / ideas you’ve studied in this or other classes
* Develop a brief presentation (5-10 minutes) in which you address the dominant stylistic and thematic elements of the text, main arguments. I’d suggest using the questions at the end of each reading as a guide for crafting and focusing your PPT presentation.
* Act as the discussion leader during the seminar: You’ll serve in the “teacher role” in which you guide discussion, take notes (on your computer, perhaps on the board), provide clarifying questions, or do anything else to push the discussion.

You’ll write a blog post at the end of the week, just like everybody else. Here’s a reminder of those questions:

Rubric for Seminar Leadership: Presentations / Power Point (50-point grade): Throughout presentation, the leader…

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| Session Management | Acts as the leader in his session, directing questions from others towards his thematic/stylistic considerations  Doesn’t monopolize discussion |
| Questions | Provides 2-3 open-ended questions that relate to the stylistic / thematic elements of the text. |
| Notes / Ten-Minute Presentation | Utilizes rhetorical terms correctly and with examples throughout notes  Includes a balance between text and images  Speaks at an audible volume, doesn’t talk at Power Point screen, engages classmates in a stylistic explication of the text’s elements |

See below for our calendar:

**March 18 (B) / 19 (A):** Seminar over Heller, “Laptop U” from *The New Yorker* (Fowler / Peed); Assign Educational Memoir Essay Rewrite

**March 20** (B) / 23 (A): Seminar over Emerson, from *Education* (Menke / Olinger), and Baldwin, “A Talk to Teachers” (Geyer / Sanders)

**March 24** (B—Morning Assembly) / 25 (A): Seminar over Mori, “School” (Harper / Woodard) and Sedaris, “Me Talk Pretty One Day” (Johnson / Wright)

**March 26** (B—Afternoon Assembly) / 30 (A): Seminar over Prose, “I Know Why the Caged Bird Cannot Read” (Fendinger / Poch) and Alexie, “Superman and Me” (Worobetz / Taylor)

March 31 (B) / April 1 (A): Expert Panel Discussion over Conversation: The American High School

April 2 (B—Early Dismissal): In-Class Peer Review

April 14 (A) / 15 (B—Kairos): Educational Memoir Essay due; *Boyhood*

April 16 (A—Kairos) / 17 (B—Kairos): *Boyhood* (assign Gender Film Review Essay)

**April 20 (A) / 21** (B—Morning Assembly): Seminar over Slaughter, “Why Women Still Can’t Have It All” (Eippert / Schutter)

**April 22 (A) / 23 (B—**Afternoon Assembly—I’m gone): B: Seminar over Cofer, “The Myth of the Latin Woman” (Weber / Spuzzillo) and Staples, “Just Walk on By” (Scott / Mulvaney)

**April 24 (PROM—No Class A) / 27 (B**): Seminar over Gould, “Women’s Brains” (Diesslin / Pappalardo) and Mehl et. al., “Are Women Really More Talkative Than Men?” (Callahan / Herriott)

April 28 (A) / 29 (B): In-Class Essay Peer Review

April 30 (A) / May 1 (B—Morning Assembly: Academic Awards): Expert Panel Discussion Over Conversation: Defining Masculinity

May the 4th Be With You (A) / 5 (B): “Barbie Doll” Parts of Speech Analysis; Gender poetry writing

May 6 (A) / 7 (B): NIRP Work Day

May 8 (A) / 11 (B): NIRP Due; Class evaluation, AP Exam Questions

May 12 (A) / 13 (B—B2 Exam / **AP LANGUAGE EXAM AT 8 AM**): A—AP Exam Review / Presentations

May 14 (A2 Exam—Senior Dismissal at 11): Presentations