

Assignment Template:

All materials handed in for grade MUST have the following information either in a header or on a separate cover sheet.

Your name

Your student ID #

Course Name

Instructor's Name

Assignment Title

Your Subtitle (where applicable, as on the Remix or Essay Outline and Essay assignments)

Date Submitted:

DISCUSSION QUESTIONS

Learning Outcomes:

- IDENTIFY patterns or significant themes or issues in a text;
- CONNECT “what” (details, patterns) to “so what” (significance);
- ARTICULATE a valid research question;
- ANALYSE an aspect of the text;
- APPLY relevant concepts or critical tools;
- DISCUSS your ideas with a group;
- ASSESS and INCORPORATE others’ ideas and feedback;
- ARTICULATE a response in proper essay form.

HELPFUL RESOURCES AND EXAMPLES:

Tip Sheet, “Asking Questions: General Tips and Examples”:

<http://blogs.unbc.ca/dicksonl/files/2010/11/Asking-Questions.pdf>

Tip Sheet, “What and So What Statements”:

<http://blogs.unbc.ca/dicksonl/files/2010/11/WHAT-and-SO-WHAT-Statements.pdf>

Tip Sheet, “Asking Research Questions”:

<http://blogs.unbc.ca/dicksonl/files/2010/11/Asking-Research-Questions.pdf>

Tip Sheet, “Dr. Dickson’s Sample Discussion Questions with Commentary”:

<http://blogs.unbc.ca/dicksonl/files/2019/01/Dr.-Dicksons-sample-discussion-questions-with-commentary.pdf>

INSTRUCTIONS:

1. SIGN UP for ONE (1) discussion question days (See schedule distributed in class);

2. DEVISE at least ONE (1) substantive question about the text assigned for that day. Your question should include the following:
 - A useful, relevant definition, key concept or context;
 - A WHAT question that directs participants to the details of the text;
 - A selection of specific passages or a pattern to focus the discussion;
 - A SO WHAT question that will help participants to connect the details to the broader concerns of the text or the course;
3. PRESENT your question *in writing* to your group on the MONDAY before your assigned discussion question day. Bring at FIVE (5) copies for your group and one for the instructor;
4. WORKSHOP the question: At the beginning of the session, have your group provide feedback on your question. Consider the following:
 - Are all the elements present?
 - Are there any terms or concepts that require clearer definitions or explanation?
 - Are there any “weasel words” that confuse the participants or that introduce unnecessary ambiguity?
 - Do the WHAT elements relate to the SO WHAT elements?
 - Are there any hidden questions or buried assumptions that could be brought out for discussion?
 - Is the question open enough to generate good discussion?
 - Is the question focused enough to keep participants on task?
5. DISCUSS the question and gather ideas about how you might go about answering it. Note that you should come with some ideas about where to go so that you can guide the conversation if you get stuck;
6. INCORPORATE and SYNTHESIZE the in-class discussion with your own reading and interpretation;
7. ONE WEEK after your discussion question day, HAND IN a 500-700-word (Times New Roman, 12pt font) short essay response to your research question. Include your *revised* discussion question at the top of the page. Consider the following criteria:
 - Include a *thesis*;
 - Be sure to support your discussion with *detailed reference to the primary text*;
 - Remember that this response is *not* a play-by-play of the discussion;
 - Synthesize your analysis and the insights that arose during the discussion, being sure to cite the group where they have contributed substantially to your analysis;
 - Be sure that your response *actually answers the question you have posed*.
8. You are not required to do secondary research but you are encouraged to do so;
9. Follow proper MLA formats for citation and documentation.

YOU WILL HAND IN FOR GRADE:

1. The assignment template at the top of this document as a header or first page;
2. Your revised question;
3. Your (Times New Roman, 12pt font) short essay response;
4. A Works Cited in proper MLA format.

ASSESSMENT:

- Concision, clear language, appropriate format, paragraph and sentence structure;
- Tidiness, care for presentation;
- Accurate MLA citation and documentation;
- Valid and significant research question appropriate to the scale of the assignment;
- Detailed references to the texts;
- Evidence of application of ideas, conceptual tools, definitions etc. to the texts;
- Evidence of intellectual commitment and curiosity.