

Student Dialogues

Student dialogues are student-based discussions which are focused on reading from class. Most readings that are geared for student dialogue will be assigned as homework. These readings concern non-fiction essays, articles, and short stories. The objective of student dialogues is to promote critical thinking, purpose of writing, and meaningful discussion. Here is how it works:

Step one: Students will be given a non-fiction assignment (rarely fiction) to read as homework every couple of weeks. These readings are usually short in length, but deep in meaning, style and purpose.

Step Two: After reading the piece, students will be required to write a two-page essay (Rhetorical Analysis) about what they've read (4-6 paragraphs). **If a student is scheduled for presenting a dialogue with their respective team, then they are only responsible for the presentation (no paper required that week).** Elements to include within this one-pager: brief summary of author's thesis, stylistic elements that the author utilizes to prove their point (so focus on a few tactics the author uses), controversial issues that stem from topic, how it affects the reader ethically, emotionally, or logically, personal observations (**but do not use I**) and two questions for the class to address. At the beginning of the course, lecture notes will be provided to help annotate and highlight articles in order to assist the writing process. **The essay should begin with a Rhetorical Precis, and include elements of S.O.A.P.S.Tone and S.O.L.L.I.D.D.D.**

Step Three: Each week, three-to-four students will be selected to host a dialogue about the reading. Don't worry-everyone has to do this at least once during the school year. In addition to receiving points for hosting a dialogue, students who serve as audience members also receive points for participating in the discussion. Each grading period, fifty points are allotted to the discussion portion of student dialogues, so it is important for audience members to share their insight. Please prepare for your presentation by researching additional information on the subject and be sure to use visuals and/or additional resources to engage your audience. Assignments will be collected each week, so make sure to keep up on the reading, as that is another portion of the student dialogue grade. Important note: When you are presenting a dialogue, you do not have to write the essay, you are strictly in charge of putting together a dynamic presentation. The Presentation Should be a Powerpoint, Prezzi, Google Slides, etc. visual presentation.

Due Dates and Reading: Reading assignments are usually given at the beginning of the week and students will have one or more weeks to complete the assignment and prepare for the following week's presentation.

Rubric for Dialogue:

10 points-Introduction that is clear, purposeful and states both the title and author of the work. Introduction should also highlight the elements/devices that the writer will focus on within their paper and include a Rhetorical Precis.

20 points-Addresses all required aspects of assignment including: style, purpose, thesis, personal observation (see above). Student also uses evidence from the text to support their claims about the piece, and include SOAPSTone and SOLLIDDD elements.

15 points-Writer develops strong voice within their essay, meets the required length and develops purposeful, meaningful discussion questions.

5-Writer uses additional sources to bolster their essay. Writer includes a works cited page.

Presentations Dialogue: On website (Oral presentations Rubric)