

Seminar Roles and Norms

***For Successful
Student-Led Discussion***

Seminar Prep - Reading & Annotating

You have 20 minutes to...

- Read and Annotate your article
- Make sure Part 1-3 of your Seminar Prep packet is COMPLETE (due tomorrow)
- Prepare what you're going to say in the Seminar OR do additional research
- Listen & read the directions carefully!

Remember - you get a 10 pt. grade for your annotations!



Driving Questions:

1. ***How can we stop the next pandemic?***

M	Seated, working solo
V	Level 0
P	Read, annotate, complete Part 1-3

Seminar - Facilitator

- The **facilitator** is an important role in Seminar.
- The facilitator reads the question, calls on students to participate, and makes sure students follow the norms.



Seminar Groups & Roles

We will create a chart on the board showing who will start in the INSIDE and who will start in the OUTSIDE circles.

She will also need volunteers for 2 roles:

- Facilitator (2 students)
- Point Tracker (2 students)

Positive Seminar Participation

- Respectfully respond to another person's point.
- Cite textual evidence - and start by telling students where they can find it in the text (under what heading, etc.)
- Keep conversation flowing with a new INTERESTING question.
- Connect the text to your life experience.
- Active Listening! Track the speaker, snap in agreement.
- Let other students talk first.

Scoring Guidelines - Seminar

Student Name:

Positive Participation (4 points): Each time you positively participate, you earn 1 point.

Seminar Norms (6 points): The norms are to the right. Did you follow them?

Teacher Notes:

Score: ____/10

Co-Created Norms (Both Circles!)

Remember - we worked together as a class to set these.

Did you follow them?

- **Respect Each Other**
 - ◆ Active Listening
 - ◆ One Mic
 - ◆ Challenge ideas, not persons
- **Respect the Circle**
 - ◆ Not engaging in side conversations, arguing, interrupting, or causing disruptions.
- **Patience: Pause Before Speaking**
 - ◆ Listening, processing, thinking... then responding
- **Mindfulness: Step Up, Step Back**
 - ◆ Give space to those who still need to participate.
 - ◆ Each person **MUST** have an opportunity to speak
- **Body Language:**
 - ◆ Sitting upright
 - ◆ Tracking the speaker
 - ◆ Limiting movement

Agree

- ❖ I agree with what _____ said, because...
- ❖ Adding on to what _____ said, I think that...
- ❖ There is evidence for what _____ is saying on Page ____.
Let me read it: ...
- ❖ My idea is related to _____'s idea: ...

Using Evidence

- ❖ I have some evidence from the text for what _____ was saying. Let me read it: ...
- ❖ According to...
- ❖ In "City upon a Hill", Winthrop states...
- ❖ For example, in Cotton's speech he said...

Disagree

- ❖ I interpreted things differently. What I think is...
- ❖ _____ made a good point, but I see it a little differently. The way I see it is...
- ❖ That's an interesting point _____, but I have a different opinion. My opinion is...

Questioning

- ❖ Why do you think that _____ did/said/wrote _____?
- ❖ To what extent is it the case that _____?
- ❖ Would you all agree with the statement _____?
Why or why not?

Clarifying Questions

- ❖ I think I understand what you are getting at, but can you explain it a little bit more?
- ❖ What part of the text made you think that?
- ❖ Could you explain a little more about _____?
- ❖ Can you explain your thinking?



15:00

Coaching Break!

Meet with your partner in the outside circle.

Discuss what went well in the first round of seminar.

Get ready to take part in Seminar Round 2!



CERC Paragraph Structure

Paragraph - 6+ sentences

- **Claim** - restate the question. "We can stop the next pandemic by..."
- **Evidence 1** - According to Document... quote...
- **Reason 1** - This supports my claim because...
- **Evidence 2**
- **Reason 2**
- **Conclusion** - At the end of the day, we can/cannot...

When you're done...

- Grade yourself using the rubric.
- Re-read your paragraph.
- Check - did you actually answer the question?

