**Discussion Postings & Rubric**

Between weeks 2 and 7, our class will run a discussion board to work through thoughts, reactions, and questions to the reading in informal, lowstakes writing. Your blog posts should be coherent and proofread, and not necessarily focused on making a definite claim. In fact, you may find that you raise more questions than you answer.

In addition to the assigned reading for each class period, you should also keep up with the blog and come to class prepared to incorporate some of the blog material into our in-class discussions. Skim the postings, and read the ones that interest you most.

Our class will be divided into three different teams. Posts should be about **200-300 words.** Throughout this 6 week period, you will write 3 posts total: 1 as a first reader, 1 as a respondent, and 1 as a synthesizer.

1. **First Readers**: post initial reactions, insights, and discussion questions by the start of

class Monday. Point to at least one specific part of the day’s readings at least once. I will post prompts by Friday to help guide your writing.

2. **Respondents**: build upon, question, challenge, or clarify first readers’ posts based off the day’s readings by the start of class Wednesday. Quote directly from a classmate’s post, and point to at least one specific passage from Monday’s or Wednesdays’ reading.

3. **Synthesizers**: read several of your classmates’ posts, make connections, and raise new questions to consider for the upcoming week by the end of Friday.

Here’s the schedule for which group takes on each role and when. Please note that each group has two rounds of each role, but you need only pick one round during which to actively participate by posting:

|  |  |  |  |
| --- | --- | --- | --- |
|  | First Reader | Respondent | Synthesizer |
| Week 2 | 1 | 2 | 3 |
| Week 3 | 3 | 1 | 2 |
| Week 4 | 2 | 3 | 1 |
| Week 5 | 1 | 2 | 3 |
| Week 6 | 3 | 1 | 2 |
| Week 7 | 2 | 3 | 1 |

**Rubric:** Posts are graded on a three-point scale according to the following rubric:

3

*On target.* The posting presents the writer’s coherent probing at given prompts and/or to classmate responses. The writer shows what wordings push forward their thinking about the prompt (which is different from using text to prove one’s point). The writer shows comfort in asking questions and pushing implications of their thought.

2

*Underdeveloped.* The posting is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The entry reflects passing engagement with the topic.

1

*Limited.* The blog entry is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.

0

*No Credit.* The blog entry is missing or consists of a few disconnected sentences.