

WGS.110J/21H.108J Student-Led Discussion Assignment Guidelines

Over the course of the term you will be responsible for leading, with a group of one or two other students, an in-class discussion of the assigned materials for a single week. This assignment has three components:

1. An itinerary, or plan, for the discussion. This itinerary should include a proposed structure for the conversation you will lead, a set of questions you plan to ask, and a list of goals you hope to achieve. Your itinerary can take many forms (an outline, for example), but it should provide a thorough accounting of your proposed discussion. For example, if there are key passages you plan to discuss from the readings, they should be included in your itinerary. Itineraries must be submitted to me via email by noon on the day before the discussion.
2. The discussion itself. The discussion should last 30-40 minutes, and it should involve the entire class. You may choose to integrate very short activities into the discussion, but be sure to cover all of the assigned materials.
3. A 1-2 page reflection on the discussion, due by the Friday following the class when the discussion took place. The reflection should be written in prose. It should summarize the discussion that took place, including any key disagreements, areas of consensus, new questions, and new ideas that arose through the conversation. Finally, the reflection should note any successes or strengths of the discussion, as well as potential areas for improvement on the part of discussion leaders.

This Assignment will be graded according to:

The quality, clarity, and insightfulness of questions proposed in the itinerary:

- Are the questions broad enough to lead to thoughtful discussion?
- Are they specific enough to invite close readings of course materials?

The breadth and depth of the proposed discussion:

- Have discussion leaders woven most of the assigned readings into their itinerary?
- Have they created a plan that could conceivably lead to in-depth examination of major themes and ideas for the week?

The extent to which leaders control the flow and meter of an inclusive in-class discussion:

- Do they allow time for ideas to develop?
- Do they step in when necessary to keep the conversation on track?
- Are they careful to include the entire class?

The thoughtfulness of the reflection submitted after discussion:

- Do discussion leaders clearly summarize key “findings” or “results” from the discussion?
- Do they identify both strengths and potential improvements for future presentations?

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WGS.110J / 21H.108J Sexual and Gender Identities
Spring 2016

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