**Study Group**

**Overview, Purpose, & Audience:** With your small group, you will study an ELA pedagogy book, working together to make connections to your teaching and to think critically about how this text aligns with the concepts and practices that we are studying together as a class. Your group’s presentation to the class will be an opportunity to share important discoveries and spur our thinking.

**Requirements & Procedures**

1. With your team, choose one of these pedagogical texts for your group’s study:

2. Consult with your team to agree on a method for engaging in careful collaborative study of your text. Set a reading schedule, and also plan when and how you will study together. Put this plan in writing, and send a copy to me by **Wednesday, October 20.** Of course, you'll want to read the rest of these instructions to help you make your plan.

3. Study the text with your group. Whether you work primarily through oral discussion, through typed exchanges, or through conversations supported by newer technologies (such as a dialogue journal in Google Docs or a series of VoiceThreads), your group must **keep a thorough written summary** of your discussions in relation to the following questions. This written discussion summary is due on **Wednesday, December 1.**
   
   a. Develop a common understanding of the text. What are the author’s key arguments? What kinds of evidence are used to support these arguments? What are the underlying assumptions?
   
   b. Make connections to and from the text. What from your experiences and education do your group members bring to your understanding of the book? And in what ways can you link ideas from this book to bear on your life and learning?
   
   c. Respond thoughtfully and insightfully to the text. Consider the ways in which you believe the author—as well as the ways in which you doubt or question the ideas. Examine specific, practical ways in which this book matters for you and your students.

4. Share important discoveries from your group's study and spur our class's thinking through a collaborative presentation to be given on **Wednesday, December 1.** Integrate the SMART board into your 15-minute presentation (don’t tack it on—use it effectively to support your presentation!), and use your allotted time to help us all **interact and engage** with a key idea(s) from the book. Your purpose is to get us thinking and learning in accurate and meaningful ways, so you would be wise to consider options other than “stand and deliver.”

5. Reflect on your learning. Following your presentation, I will prompt you to write an individual reflection on your study group project.

**About deadlines:** Meeting the deadlines agreed upon by your group is especially important for collaborative projects. Missing your group’s deadlines or coming unprepared to study group meetings will usually result in at least a full-grade reduction from your individual score for project.
Due dates: Your group’s written discussion summary and presentation to the class are due Wednesday, December 1. Note that three class periods have been designated as project days for group work: November 17, 19, and 22. You are also advised to connect with your group through out-of-class meetings and email at intervals throughout the project.

Grading: Your Study Group project counts for 15% of your final grade. Your group’s completion of the in-process study tasks, written summary of your discussions, and final presentation will be considered together for a single, holistic grade. After determining a group grade for the collaborative work, I will make adjustments to individuals’ scores based on my assessment of your written reflections and of your work toward successful group inquiry. Successful study groups will collaborate to:

- Organize your activities to support the learning of all members of your team.
- Develop a common understanding of the text.
- Make meaningful connections to and from the text.
- Respond thoughtfully and insightfully to the text.
- Keep a thorough written summary of your group’s discussions about the assigned topics.
- Share with the class important discoveries from your group’s study.
- Spur the class to interact and engage with important ideas from the text in order to further our thinking and learning.
- Integrate the SMART board effectively into your presentation.
- Present your learning in a polished, organized manner.
- Demonstrate a developed, accurate understanding of your selected text and of our course readings and activities.

A note on collaboration: Successful collaboration is crucial to completing an inquiry project that is top quality and that takes an ethical approach to learning and teaching. Since a graded project involves high stakes for everyone involved, I am taking several measures to help facilitate your successful collaboration:

- As a class, we will review principles for effective collaboration.
- We will also establish policies that help to prevent procedural and relational conflict and that include guidelines for responding to such conflicts.
- Each individual student will periodically be required to provide a status report that documents his or her work on the group project and that comments on the group’s progress.
- The grading process will take each student’s work toward successful collaboration into account.

If at any time your group needs assistance in collaborating successfully, be sure to ask for my help.