**Literature Circles Project (750 points)**

**Due: Various dates throughout the semester (see below)**

**Introduction**

To facilitate your understanding of specific texts, develop your engagement with our course materials and your peers, and heighten your awareness of specific philosophical elements of various literary periods, you’ll be completing a literature circles project over the course of the semester.

**Task**

Your task is to work with your assigned group to discuss the assigned text and then provide a ***single*** discussion post for the rest of the class to read and comment on.

**NOTE: As an online course there are multiple ways for you to work with your group: meet in person, phone conference (such as Skype), chat or message services (such as Google Chat via EMCC Email or Google Hangout or Facebook), texting (free texting with Viber), email, or within Canvas.**

In Canvas, if you click on People (on the left side menu) you’ll see three tabs in the middle of the page:

* Literature Circles Project: Blue Weeks (covers Modules 2-5)
* Literature Circles Project: Red Weeks (covers Modules 6-9)
* Literature Circles Project: Purple Weeks (covers Modules 10-11 and 14-15)

I will create Groups for Modules 2-5 within the Blue Weeks tab for students who wish to communicate through Canvas. I will then create new groups for Modules 6-9 within the Red Weeks tab and finally, I’ll create new groups again for Modules 10-11 and 14-15 within the Purple Weeks tab.

**NOTE: I will be adjusting groups for any students who might drop the course to ensure as equal a division of work as possible.**

**Process & Resources**

You will be placed in a group of **five (5)** to work with for Modules 2-5 (Blue), then switched to a new group for Modules 6-9 (Red), and then into switched into a final group for Modules 10-11 and 14-15 (Purple). I will be creating the groups and posting them two weeks in advance of each switch so you know who will be in your group and you can start to introduce yourselves.

**Discussion Board Post**

For your group’s assigned text, you’ll each have a specific role to complete (you can decide who tackles what role but keep in mind that you’ll be switching roles so that over the course of the four weeks with your group, each member will engage in each of the five roles one (1) time). Once you’ve read the assigned text, discuss it with your group. Decide what each of your roles will focus on for your Discussion Board Post.

**Roles**

There are **five (5)** roles that each member of the group will engage in one time over the four weeks together. Here are the roles and what is expected from that student in the Discussion Board Post:

* **Connector**—connect some aspect of the text you read to your/students’ lives, feelings, experiences, current headlines, and/or other texts, for your readers using textual evidence as support of your point. **The Connector will be the student to post the completed post to the discussion board.**
* **Literary Luminary**—selects a specific and memorable or important section of the text; analyze it and share its significance for your readers using textual evidence as support of your point.
* **Researcher**—finds something of interest in the text to do additional research on, sharing the item of interest that was researched, why it caught your attention and what you learned about it with your readers using textual evidence as support of your point.
* **Questioner**—determines an important critical question about the text, pose it, and then answer it for your readers using textual evidence as support of your point.
* **Stylist—**determines how the text reflects specific stylistic and philosophical elements of the period of study for your readers using textual evidence as support of your point.

**Format**

The Discussion Board Post must adhere to the following requirements:

* Title—Each group’s Discussion Board Post must have a title (***not*** Discussion Board Post)
* Labels—Each group’s Discussion Board Post must be labeled with the roles with that student’s response under the label so it easier to read and grade
	+ Connector
	+ Literary Luminary
	+ Researcher
	+ Questioner
	+ Stylist
* MLA Works Cited at end of post

**Example Format**

Here is an example of the Discussion Board Post:

“Taming the Tiger”

**Connecter: Student Name**

Connecter writes her/his response here. ***Don’t forget to tell the reader what topic you decided to focus on as a connection.***

**Literary Luminary: Student Name**

Literary Luminary writes her/his response here. ***Don’t forget to tell the reader what part of the text you found interesting (refer to page numbers or paragraph numbers or specific scenes or lines if poetry).***

**Researcher: Student Name**

Researcher writes her/his response here. ***Don’t forget to tell the reader what topic you decided to do additional research on.***

**Questioner: Student Name**

Questioner writes her/his response here. ***Don’t forget to include the critical question in your response.***

**Stylist: Student Name**

Stylist writes her/his response here. ***Don’t forget to tell the reader what part of the text you are suggesting demonstrates the specific stylistic or philosophical element of the period being studied.***

Works Cited **(please follow MLA format for citations)**

Houck, Max M. “CSI: Reality.” *Scientific American* 295.1 (2006): *MasterFILE Premier.* Web. 22 June

2015.

**Evaluation**

For this project, evaluation will happen at two levels. First, your group discussion posts will be evaluated and the group will get the same score. Second, at the end of each four week period you’ll be evaluating your group members on how well they contributed to the discussion post.

**Discussion Board Post Rubric (50 points/12 postings/600 points)**

Each Discussion Board post is worth 50 points. You’ll complete a total of 12 posts over the course of the semester for a total of 600 points.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Roles** | **Outstanding****10** | **Great****8** | **Good****5** | **Fair****2** | **Poor****0** |
| **Connector** | Connects strongly to some aspect of text to student lives, feelings, experiences, current headlines, other texts in strong discussion, and uses strong, specific textual evidence as support. | Connects to some aspect of text to student lives, feelings, experiences, current headlines, other texts in discussion, and uses textual evidence as support. | Connects to some aspect of text to student lives, feelings, experiences, current headlines, other texts in basic discussion, and uses textual evidence as support but it may or may not be appropriate. | Connects strongly to some aspect of text to student lives, feelings, experiences, current headlines, other texts in weak discussion, and may or may not use textual evidence as support or it may or may not be appropriate. | Doesn’t connect to any aspect of text to student lives, feelings, experiences, current headlines, other texts in any kind of discussion, and doesn’t use textual evidence as support. |
| **Literary Luminary** | Selects a specific/memorable/important section of text; provides a very strong analysis, and incorporates strong textual evidence as support. | Selects a specific/memorable/important section of text; provides a strong analysis, and incorporates textual evidence as support. | Selects a specific/memorable/important section of text; provides a basic analysis, and incorporates textual evidence as support but it may or may not be appropriate.  | Selects a section of text; provides little analysis, and may or may not incorporate textual evidence as support or it may or may not be appropriate. | Doesn’t select section of text or provides a summary or no analysis, and doesn’t incorporate textual evidence as support. |
| **Researcher** | Finds something of interest in text, does quality additional research, shares that item, why it is of interest, and what was learned from it in strong discussion, and uses strong, specific textual evidence as support. | Finds something of interest in text does additional research, shares that item, why it is of interest, and what was learned from it in discussion, and uses textual evidence as support. | Finds something of interest in text does basic research, shares that item, why it is of interest, and what was learned from it in basic discussion, and uses textual evidence as support but it may or may not be appropriate. | Finds something in text, does little research, shares that item, why it is of interest, and what was learned from it in weak discussion, and may or may not use textual evidence as support or it may or may not be appropriate. | Doesn’t find something of in text doesn’t do additional research, or share that item, why it is of interest, and what was learned from it in any kind of discussion, and doesn’t use textual evidence as support. |
| **Questioner** | Determines an important critical question about text, poses it, and answers it with strong discussion and uses strong, specific textual evidence as support. | Determines an important critical question about text, poses it, and answers it with discussion and uses textual evidence as support. | Determines an important question about text, poses it, and answers it with basic discussion and uses textual evidence as support but it may not be appropriate. | Determines question about text, poses it, and answers it with weak discussion and may or may not use textual evidence as support or it may or may not be appropriate. | Doesn’t determine a question about text may or may not pose it, and may or may not attempt to answer it, and doesn’t incorporate textual evidence as support. |
| **Stylist** | Determines how the text reflects specific stylistic and philosophical elements of the period of study with strong discussion and uses strong, specific textual evidence as support. | Determines how the text reflects specific stylistic and philosophical elements of the period of study with discussion and uses textual evidence as support. | Determines how the text reflects maybe 1-2 stylistic and philosophical elements of the period of study with basic discussion and uses textual evidence as support but it may or may not be appropriate. | Determines how the text reflects maybe 1 stylistic and philosophical elements of the period of study in weak discussion and may or may not use textual evidence as support or it may or may not be appropriate. | Doesn’t determine how the text reflects any stylistic and philosophical elements of the period of study, and may or may not attempt to discuss, and doesn’t use textual evidence as support. |

**Group Member Evaluation Rubric (50 points/3 evaluations/150 points)**

Each Group Member Evaluation is worth 50 points (not 50 points per group member but each time you complete an evaluation). You’ll complete a total of three (3) evaluations (one for each of the groups you’ll be assigned to) for a total of 150 points.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **10-8**  | **7-5** | **4-0** |
| **Participation and Helping Others** | Student was very participatory, and highly engaged with the group and quick to provide help. | Student participated, and engaged with the group. Student may or may not have offered to provide help. | Student wasn’t very participatory or engaged with the others in the group. Student didn’t offer to help. |
| **Focus on the Assignment** | Student was highly focused on the assignment, and was prepared to work. | Student was focused on the assignment and prepared to work. | Student wasn’t very focused on the assignment and wasn’t prepared to work. |
| **Sharing Ideas and Information** | Student was very quick to share ideas and information and was very open and listened to others. | Student shared ideas and information and listened to others. | Student didn’t seem to share ideas or information or listen to others. |
| **Quality of Ideas and Work** | Student had a strong quality of ideas and work. | Student had a good quality of ideas and work. | Student had a poor quality of ideas and work. |
| **Completed Share of Work** | Student completed her/his share of the work on or before time. | Student completed all/some her/his share of the work. | Student completed part/none of her/his share of the work. |

**Conclusion**

Having completed this assignment you’ll have demonstrated your ability to work with a group, connect specific texts and textual evidence to course materials, critically think and write appropriately for a college level literature or humanities course.

**Reading Schedule**

The following is the schedule of all course readings. ***Students must read all the readings regardless of your group.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module** | **Due Date** | **All Students Read** | **Group** | **Group Reading** |
| **2** | 9.6.15 | “A Modest Proposal” |  |  |
|  |  |  | A. | “A Beautiful Young Nymph” |
|  |  |  | B. | “A Lady’s Dressing Room” |
|  |  |  | C. | “The Reasons that Induced Dr. S to Write a Poem Called…” |
|  |  |  | D.  | “The Rape of the Lock” |
|  |  |  | E. | “A Beautiful Young Nymph” |
|  |  |  | F. | “A Lady’s Dressing Room” |
|  |  |  |  |  |
| **3** | 9.13.15 | *Candide* |  |  |
|  |  |  | A. | “Fantomina” |
|  |  |  | B. | “Fantomina” |
|  |  |  | C. | “The History of the Nun” |
|  |  |  | D. | “The History of the Nun” |
|  |  |  | E. | “Fantomina” |
|  |  |  | F. | “The History of the Nun” |
|  |  |  |  |  |
| **4** | 9.20.15 | “Rime of the Ancient Mariner” |  |  |
|  |  |  | A. | “The Tiger” & “The Little Black Boy” |
|  |  |  | B. | “Mont Blanc” & “Ozymandias” |
|  |  |  | C. | “Kubla Kahn” & “Christabell” |
|  |  |  | D. | “Alastor” |
|  |  |  | E. | “The Tiger” & “The Little Black Boy” |
|  |  |  | F. | “Mont Blanc” & “Ozymandias” |
|  |  |  |  |  |
| **5** | 9.27.15 | *Frankenstein* Vol. I |  |  |
|  |  |  | A. | “Mortal, Immortal” |
|  |  |  | B. | “Transformation” |
|  |  |  | C. | “Mortal, Immortal” |
|  |  |  | D. | “Transformation” |
|  |  |  | E. | “Mortal, Immortal” |
|  |  |  | F. | “Transformation” |
|  |  |  |  |  |
| **6** | 10.4.15 | *Frankenstein* Vol. II & III |  |  |
|  |  |  | A. | *Frankenstein* Vol. III |
|  |  |  | B. | *Frankenstein* Vol. III |
|  |  |  | C. | *Frankenstein* Vol. II |
|  |  |  | D. | *Frankenstein* Vol. II |
|  |  |  | E. | *Frankenstein* Vol. III |
|  |  |  | F. | *Frankenstein* Vol. II |
|  |  |  |  |  |
| **7** | 10.11.15 | “The Death of Ivan Illych”  |  |  |
|  |  |  | A. | “The War Prayer” |
|  |  |  | B. | “A Tell-Tale Heart” |
|  |  |  | C. | “The Lottery” |
|  |  |  | D. | “The Cast of Amontillado” |
|  |  |  | E. | “A Tell-Tale Heart” |
|  |  |  | F. | “The Cast of Amontillado” |
|  |  |  |  |  |
| **8** | 10.18.15 | “The Lifted Veil” |  |  |
|  |  |  | A. | “The Yellow Wallpaper” |
|  |  |  | B. | “A Story of an Hour” |
|  |  |  | C. | “The Yellow Wallpaper” |
|  |  |  | D. | “A Story of an Hour” |
|  |  |  | E. | “The Yellow Wallpaper” |
|  |  |  | F. | “A Story of an Hour” |
|  |  |  |  |  |
| **9** | 10.25.15 | *The Metamorphosis* |  |  |
|  |  |  | A. | “An Occurrence at Owl Creek Bridge” |
|  |  |  | B. | “The Love Song of J. Alfred Prufrock |
|  |  |  | C. | “The Rocking Horse Winner” |
|  |  |  | D. | “A Very Old Man with Enormous Wings” |
|  |  |  | E. | “An Occurrence at Owl Creek Bridge” |
|  |  |  | F. | “The Love Song of J. Alfred Prufrock” |
|  |  |  |  |  |
| **10** | 11.1.15 | *To the Lighthouse* |  |  |
|  |  |  | A. | “A Jury of Her Peers” |
|  |  |  | B. | “How Should One Read a Book” |
|  |  |  | C. | “Modern Fiction” |
|  |  |  | D. | “Shakespeare’s Sister” |
|  |  |  | E. | “A Jury of Her Peers” |
|  |  |  | F. | “Shakespeare’s Sister” |
|  |  |  |  |  |
| **11** | 11.8.15 | *To the Lighthouse* |  |  |
|  |  |  | A. | *To the Lighthouse* Part 3 |
|  |  |  | B. | *To the Lighthouse* Part 3 |
|  |  |  | C. | *To the Lighthouse* Part 2 |
|  |  |  | D. | *To the Lighthouse* Part 2 |
|  |  |  | E. | *To the Lighthouse* Part 3 |
|  |  |  | F. | *To the Lighthouse* Part 2 |
|  |  |  |  |  |
| **12** | 11.15.15 | *One Flew Over the Cuckoo’s Nest* | No groups | No group reading |
|  |  |  |  |  |
| **13** | 11.22.15 | *One Flew Over the Cuckoo’s Nest* | No groups | No group reading |
|  |  |  |  |  |
| **14** | 11.29.15 | “Company of Wolves” |  |  |
|  |  |  | A. | “Tiger’s Bride” |
|  |  |  | B. | “The Lady of the House of Love” |
|  |  |  | C. | “The Werewolf” |
|  |  |  | D. | “Wolf-Alice” |
|  |  |  | E. | “Tiger’s Bride” |
|  |  |  | F. | “The Lady of the House of Love” |
|  |  |  |  |  |
| **15** | 12.6.15 | *Junglee Girl* |  |  |
|  |  |  | A. | “Girl” |
|  |  |  | B. | “A Hanging” |
|  |  |  | C. | “Girl” |
|  |  |  | D. | “A Hanging” |
|  |  |  | E. | “Girl” |
|  |  |  | F. | “A Hanging” |
|  |  |  |  |  |
| **16** | 12.13.15 | *Junglee Girl* | No Groups | No group reading |