## Book Club (200points) \_\_\_\_\_

You will select a text from the book club reading list and read it with a group of your peers. While reading the text, individuals will be required to facilitate group discussions, each facilitator will have to conference with the instructor prior to leading the discussion. Upon completion of the text, the group will have to create a presentation for that class that summarizes and synthesizes the text to relevant topics discussed in the class.

**Book club texts**

 Michael Pollan, *In Defense of Food*

Elizabeth Kolbert, *Field Notes From a Catastrophe*

Michael Criton, *State of Fear*

Earnest Callenbach, *Ecotopia*

 Annabel Hertz, *Seeing Green*

**Selecting your text**

Now that you have heard a brief book talk on each of these texts you need to rank each of these texts in order of your preference, 1 being the book you most want to read and 5 being the book you least want to read. Before next class you need to email the instructor your preferences. Based on the size of the class and number of texts you may not get your first choice, but you will not get your last choice either

**In your book clubs**

*Break down the reading*

 You will need to break the reading down into sizable chunks. You will have 4 weeks to compete the reading and create a group presentation of your text. On our final week you will have 30 minutes to present to the class the book that you have read. In your first meeting you will need to create:

* A break-down of the reading: what pages by when
* Assigned discussion leaders for each meeting
* A general idea of your presentation format (this is very informal)

*Discussion leading* (75 points)\_\_\_\_\_

 You will be individually graded for this section. Every member in your group will be responsible for leading discussion. Depending on the size of your group one or more of you may need to lead discussion twice. Prior to discussion leading you will need to conference with the instructor about how you plan to lead your discussion, this conference is preferred to be held in person but emailing is acceptable. Your discussion will last about 30 minutes, so you need to come prepared with adequate content. For your conference and discussion leading you will need:

* (10 points) List any questions that were not addresses **for you** in the previous meeting
* (10 points) A summary of the section that you have read
* (5 points) A theme that you would like to discuss about your reading section
* (20 points) 4 passages that you found relevant in the text
* (30 points) 6 thought provoking questions based on the section that you are discussing. You should not be able to answer your questions with a yes or no

*Presentation* (125 points)\_\_\_\_\_

 You will be graded as a group for this section. As a group you will have to present to the class the content of your book. This presentation is entirely up to you. Due on week 3 of our book club section your group will be required to write a proposal of what you would like to present and how you plan to present this information (20 points). You will be required to address and present:

* (5 points) The general topic of your book
* (5 points) What insight this book has given you on the topic
* (25 points) What are the pros and cons of reading this book
* (25 points) What are the opposing view of this book and are they expressed
* (15 points) Additional research and connections to other texts that we have read
* (50 points) An engaging activity or demonstration related to your book

*You and you peers 5%* (10 points)

 At the end of the assignment you will be required to write a 2 page reflection on the overall process of this assignment and address your contribution to the project. You will need to reflect and address how you contributed to the project. You will also need to address how your peers contributed to the assignment. Honesty is highly valued in this section. If you claim you were a major participant over the entire project and your peers say otherwise you will not receive your full 5% credit towards this assignment.

### Colorado Academic Standards Addressed

Reading for all purposes

1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies
	1. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5)
	2. Evaluate how literary components impact meaning (such as tone, symbolism, irony, extended metaphor, satire, hyperbole)
2. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)
3. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills
	1. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS: RI.11-12.6)
	2. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)
	3. Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
	4. Use semantic cues, signal words, and transitions to identify text structures (such as critique, proposition/support, inductive/deductive) and to summarize central ideas and supporting details

Writing

1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose
2. Select and build context for language appropriate to content (technical, formal)
3. Control and enhance the flow of ideas through transitional words or phrases appropriate to text structure
4. Support judgments with substantial evidence and purposeful elaboration
5. Draw a conclusion by synthesizing information
6. Revise writing using feedback to maximize effect on audience and to calibrate purpose. Follow the conventions of standard English to write varied, strong, correct, complete sentences
7. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes
	1. Deliberately manipulate the conventions of standard English for stylistic effect appropriate to the needs of a particular audience and purpose
	2. Seek and use an appropriate style guide to govern conventions for a particular audience and purpose
	3. Seek and use an appropriate style guide to govern conventions for a particular audience and purpose

Research and Reasoning

1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes
	1. Define and narrow a topic for self-designed research for a variety of purposes and audiences
2. Critique and defend sources and information based on credibility, relevance and appropriateness relative to context and purpose

Oral Expression and Listening

1. Effective collaborative groups accomplish goals
	1. Select appropriate technical or specialized language. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
	2. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
	3. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)
	4. Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience
	5. Choose specific words and word order for intended effect and meaning
2. Assume a leadership role in a group that is collaboratively working to accomplish a goal