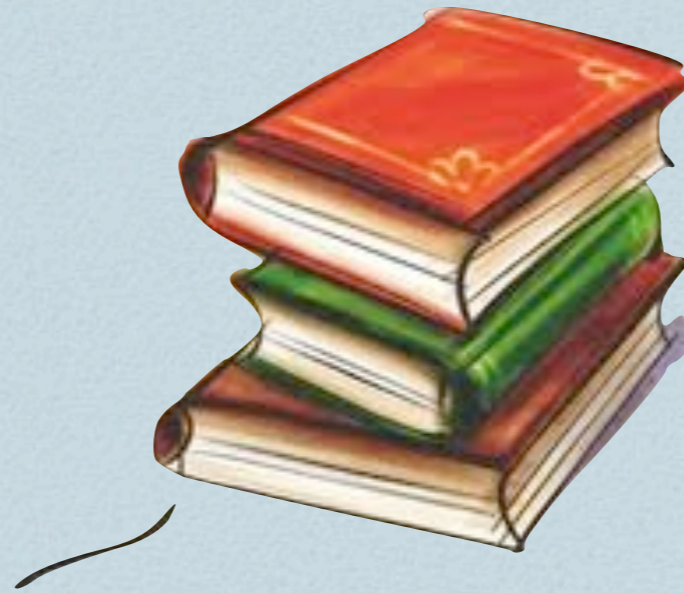


Talking Points

Aims and Expectations





“[I]f students do not read the assigned texts, nothing important is happening in [the]...classroom.”

- William Broz, “Not Reading,” *English Journal*, 2011, p. 15



What are Talking Points?

Questions/observations/commentary that bear further consideration by your colleagues

(i.e., your classmates and me)

What's the aim of TPs?



To provoke **substantive discussion** that will further our thinking about the key ideas and questions raised in the assigned reading



How do I write them?

Format and Expectations

- **Titled:** Headings should include due date and title(s) of assigned texts.
- **Brief:** No longer than a page in length, all Talking Points combined
- **Specific:** Include page references, quotations, specific questions, etc.
 - ◆ *Rule of thumb:* Talking Points should be detailed enough that I can tell you've read closely *and* your classmates could understand and discuss them even if you were absent.
- **Typed:** With space after each item for handwritten summaries of your classmates' responses

What about due dates?

❖ Turn in one typed, hard copy of your Talking Points *on the day the reading is due*.

❖ **Late Talking Points will not be accepted.** Translation: You can't use Flex Days for this assignment.



How will my Talking Points be assessed?

- ❖ Completion with selective reading for details: “Quality and quantity matter.” (Broz, personal correspondence)
- ❖ Immediate peer feedback in discussion
- ❖ Completion and occasional comments from me



Sample Talking Points

Cindy O'Donnell-Allen

1/24/13 Talking Points

“Writing in the 21st Century” – Kathleen Blake Yancey

Yancey asserts that we must “[a]rticulate the new models of composing developing right in front of our eyes” (p. 7) so that we can “create new models for teaching” (p. 8). Starting with what students are doing as writers, rather than starting with what the textbook or the standards or the district curriculum says they ought to be doing as writers is a really different way of thinking about how to teach writing (or anything else for that matter). If we follow Yancey’s advice, we need to ask ourselves: *what* kinds of things are kids writing, *why* are they writing, for *whom* are they writing, and *what* do their composing practices look like? These questions make me wonder how closely my students’ writing practices outside of school should correlate with their practices in my classroom. What’s my responsibility to prepare them for writing beyond my classroom and honor the composing practices they already use?

Give it a try...

- ❖ Review your annotations on “On ‘Not Reading.’”
- ❖ Draw on your annotated article to write one talking point on a half sheet of paper.
- ❖ Share your Talking Points with your group. On the back side of the paper, take notes on their responses to your Talking Point. Together, identify one highlight of your discussion to bring to the whole class.
- ❖ Remember, your goal is NOT to resolve the point entirely, but to generate food for thought that will further our thinking about the key concepts and questions raised in these pieces.

