Opening the Discussion

In class, you will share points 2-7 out loud. Feel free to read from a printout, but condense information to take up no more than 2-3 minutes of class time. Email assignment to your instructor at least one day before you present in class.

You will sign up to open the reading discussion once during the semester. In preparation to open the discussion, you will do the following:

1. Create the MLA citation for this source (as well as any other sources you use).
2. Background research on the author/creator. (If your piece is an interview, research the interviewee rather than the interviewer.) Create a brief bio, answering questions such as but not limited to: *Who are they? What are they known for? What is their field? Do they have any relevant credentials or achievements in that field? Why might they be interested in this topic?*
3. Look into the *original* publication. (That is, if the piece you’re presenting on is from the *Death* text, you will need to investigate where the piece was originally published *before* it was compiled for this reader. See the back of the reader for this info.) Is there anything we should know about this publication? What about the section of the publication in which this piece appeared? (For instance, is this piece from the “opinions” section specifically? How might that matter?)
4. Identify an intended audience of this piece. How do you know this is an intended audience? (Sometimes there are multiple audiences. Generally a creator has an *intended* audience, or multiple, in mind upon writing, while a greater audience beyond the initial intended audience may be reached later aa a piece gains popularity. When the author was writing, who do you think they had in mind as an audience, despite if their audience has since grown? This can be a difficult question to answer, so just try your best and we’ll talk more about this in class.)
5. Summarize the main points of the essay. This will help ensure the class is on the same page to begin our conversation. The summary should be short, only a few sentences.
6. Identify the main argument(s) of the piece. Give an example from the text (a quote) that speaks to this as the main argument(s). If you’re unsure about the *main* argument, that’s okay! Sometimes a piece is about multiple things and contains multiple arguments. Identify at least one of these arguments and we’ll talk about the rest as a class.
7. Formulate **two discussion questions**. One question may be about the **subject matter**, and one should concern the **rhetorical choices** of the author or **style** of the piece.

Type up this research, as you will need to email it to your instructor by 11:59pm the night before the class period you signed up for. Don’t structure your information as a large paragraph, but instead structure the information you collect by numbering your responses to correspond to the numbers on this sheet. You do not need to memorize this information, but can instead read from a printed copy when you open the discussion in class.

You are responsible for remembering which reading/date you signed up for. If you miss your discussion, you will not be able to make it up. Your instructor will post the sign-up sheet to Moodle but will not send reminder emails. You may switch dates with a classmate only if your instructor is given notice at least one week beforehand.