

## Wednesday Group Discussion and Roles Animal Ethics and Religions

### **Description-Overview**

Beginning April 29, students will meet for five Wednesdays in the same group, for approximately 20-30 minutes.

- Session 1: Wed 4/29
- Session 2: Wed 5/6
- Session 3: Wed 5/13
- Session 4: Wed 5/20
- Session 5: Wed 6/3

\*I skipped Wed 5/27 intentionally b/c that is Memorial Day week; we'll have no class Monday so Weds will be different that week.

Discussions will be approximately 25 minutes and will consist of 5 roles (described in further detail below):

- 1 Moderator
- 1 Recorder-Reporter
- 1 Reader
- 2 Questioners
- Discussants (anyone left and all non-Readers)

Each student will play every role at least once. Students will sign up to be Readers on 4/22. Other roles can be decided on a weekly basis. If a Reader cannot attend their chosen Wednesday, it is that Reader's responsibility to contact the group to arrange alternate Reader.

### **Roles: Details and Responsibilities**

#### **Reader (1 person)**

- A reader will "share" their reflection doc screen and read it aloud to their group (6-person groups will have one week with two readers)
- Reader will raise 1 *detailed* question that they really want their group to weigh in on and/or discuss.
- *\*Readers within groups STARS will need to email their reflection to their STAR member by class time Wednesday. Professor will circulate emails.*

#### **Moderator (1 person)**

- ensure all roles are settled at the start of a session
- ensure all required activities are addressed in the allotted time
- ensure all discussants, and group members have had a chance to contribute to their tasks and to the discussion.

- Moderators should feel free to keep a “comments” list for names so students can raise hands to get added to the list to speak in order
- Moderator should read out any questions in the Chat for those who cannot participate with audio

### **3. Recorder/Reporter (1 person):**

- In Canvas, open the Group Report Assignment for that day
- In the text box, record all the roles that day that each person is playing
- record reader’s question (or its “gist”)
- note main points/questions raised by Questioners should the group need to return to them
- note key points/questions that Discussants bring to the Reader’s Question
- record and report one question that the group would like the full class to take up
- Upload to canvas after class.

### **4. Questioners (2 persons)**

- Listening carefully to the reader, two people will each identify 1 question (or 2 if needed) for the reader to clarify or elaborate; some examples could include:
- Can you clarify why you interpreted Steiner’s description of Descartes’s view as an example of binary logic?
- Could you elaborate a bit more on the “logocentrism” you see at work in the Baptist Animal Statement you explored?
- I’m not clear how an indistinction-approach is reflected in your encounter with the bird at your window; could you clarify how this approach fits?
- You mentioned the “absent referent” in Monday’s reading regarding Islamic sacrifice; can you elaborate a bit on what is absent?

### **5. Discussants (all non-Readers)**

- After the Questioners clarifications and elaborations, all group members will take up the Reader’s question.
- The moderator is responsible to call on individuals and ensure all get a chance to speak.
- The moderator and recorder MAY speak if they like, but they do not have to due to the activity of their role
- All discussants, in conjunction with the reader, should generate 1 question they would like the whole class to take up.
- For those who truly do not want to speak, they may use the Chat function, though you may have to verbally remind the Moderator to include your question.

### **Basic Outline of Wednesday Schedule**

Each week groups, the members of each group will fulfill different roles in a series of tasks (times are approximate):

*Minutes 0-2*

- **Moderator** brings session to start
- **Recorder-Reporter** Opens Canvas “Group Work Report” Assignment where all information for that day will be recorded in text box (this will be uploaded at end of class)

Minutes 2-7

- **Reader** reads reflection and presents 1 detailed question for the group to take up

Minutes 7-12

- **2 Questioners** ask the Reader brief questions of clarification and elaboration

Minutes 12-25 (more if needed)

- **Discussants** take up Reader question, eventually developing 1 question to bring back to main class

### **Grading**

This assignment is worth 36 points; I will assign 24 points automatically, 1-2 points for the report uploaded to Canvas by the weekly Recorder-Reporter, and 1 point for each member who uploads their peer evaluation; Peers will assign the remaining 9 points, through peer evaluations.

Peer Evaluations: After the last Wednesday discussion section (6/3), I will have an evaluation assignment on Canvas where each student will enter scores for their individual group members. I will take the average of all group member’s assigned scores:

1. Person X was present for at least 3 in-person Zoom Group Discussions **Yes=1; No=0**
2. Person X was prepared for their day as Reader, presenting a thoughtful reflection and detailed question **Yes=1; Somewhat=0.5; No=0**
3. Person X took their role seriously and positively each week . **Consistently=3; Sometimes=2; Rarely=1**
4. Person X contributed to the group’s shared learning in a manner that was respectful of others’ views, ensured shared talking time, and raised valuable connections/questions. **Consistently=3; Sometimes=2; Rarely=1**

I will grade STAR Students independently (no peer review):

26 points automatically (if one completes participation)

1-2 points for each of the responses you send to your group, with CC to me, by Friday of the given week (10 total possible).

- STAR students should show they have carefully read the Reader’s reflection and question. If something is unclear in the question, you can ask a clarifying question to demonstrate your lack of clarity. Provide a response to the question that references the week’s readings and, as needed, earlier course concepts (1 substantive paragraph; more is okay).

**1 point=inadequate effort; 1.5=good effort; 2=excellent effort**