

Socratic Circle Reflection

Instructions

After each Socratic Circle you will be responsible for turning in a one to two page, typed reflection on the experience. This reflection will comprise three sections: (1) strategies/ techniques for comprehension and analysis, (2) reflection on performance, and (3) reflection on content. The information below will help you understand what content needs to be placed in each of the three sections. It is imperative that you keep these reflections in your Grade Book Duotang once they have been graded and returned. At the end of the semester they will be compiled into your Portfolio and used as evidence to document your growth through Socratic Circles. Not keeping each of the reflections on our circles will result in a lower grade in your Portfolio. In addition, because your final Socratic circle assignment will ask you to show your growth overtime, it is in your best interest to make sure you date each and every one of your Socratic circle reflections and identify the title of the text that served as the basis of discussion.

1. *Strategies/Techniques for Comprehension and Analysis*

In the section you will list at least two to three strategies/techniques that were used by either inner circle to comprehend and analyze the selection of text. Strive to identify new strategies that were used for the first time. For each identified strategy/technique listed, you will need to write a 2-3-sentence description of how it was used.

The list of possible strategies/techniques could go on forever. However, this may be a type of thinking with which you are unfamiliar. In order to help you get started, here's a list of some possible strategies:

- Diction (word choice)
- Author's mood / tone
- Voice
- Organization/Structure
- Summarizing and/or paraphrasing
- Visualizing
- Descriptive / Figurative Language (metaphors, similes, hyperbole, etc.)
- Fictional elements (plot, characterization, setting, theme, irony, etc.)
- Persuasive Techniques (scare tactic, nostalgia, bandwagon, etc.)

2. *Reflection on Performance*

This section will be divided into two paragraphs: (A) a description of how you performed as an individual in the Socratic circle and (B) a description of how your group performed in both the role of the inner circle and the role of the outer circle. Again, there is no right or wrong answer here, only well-expressed opinions. You might consider the following questions for each paragraph:

(A) Individual Performance

- How would you rate your preparation for this Socratic circle? Why?
- How would you rate your contributions (both the number of times you spoke and the quality of what you said) on the conversation of the inner circle? Why?
- How would you rate the level of teamwork you displayed in the inner circle? Why?
- How could you personally have improved what transpired during the Socratic circle?
- What goals do you have for your next Socratic circle performance?

***** If you were absent for the Socratic Circle, you are still responsible for turning in a reflection; you must complete Section 1 and Section 3. For Section 1, simply reflect on those things you would have discussed, had you been in class. Section 3 should be completed as is. Section 2 can be skipped*****

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(B) Group Performance

- How would you rate your group's preparation for this Socratic circle? Why?
- How would you rate the quality of the overall conversation of your inner circle? Why?
- How would you rate the level of teamwork displayed by your inner circle? Why?

3. Reflection on Content

This final section will comprise three items: (1) a thesis statement (see below) for an “imaginary” essay you might write about the meaning and importance of the ideas expressed in the selection of text, (2) a paragraph in which you describe (in general terms) the main points you might make in that “imaginary” essay, and (3) a paragraph in which you make connections between the content of this selection of text and some element of your own experience. Elements you might consider connection this text to include: what we are currently learning in this class, learning that has occurred in other classes, personal experiences from your life outside of school, experiences of friends and family members with which you are familiar, current events, movies, literature, music, art, etc. Like the previous three sections, this last paragraph has no right or wrong answer, only opinions.

* Thesis Statement Generator *

The thesis statement is a quick 1-2 sentence summary that helps the reader generalize the ideas explored in the passage, chapter, or novel you are studying. The statement usually has three parts: a subject, a method, and a message. The subject portion identifies the author/title, the method identifies the literary technique or device the author uses, and the message conveys the idea or lesson the author seeks to have the reader consider. See below:

In _____, (title of piece)	_____ (author's name)
Uses/employs _____ (method)	to reveal _____ (message).

✓ Checklist:

Before turning in a reflection, use the following checklist to ensure you have included all of the necessary requirements to receive full credit:

- ☐ Your name, the date of the Socratic circle, and the title of the selection of text
- ☐ Two to three techniques for comprehension and analysis
- ☐ One paragraph reflecting on your individual performance
- ☐ One paragraph reflecting on the performance of your group
- ☐ A thesis statement for an “imaginary” essay on this text
- ☐ One paragraph explaining the main points of that “imaginary” essay
- ☐ One paragraph explaining the connections you made between the text and your own life.

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	Engagement Participation in discussion	Use of Text Support of ideas with text	Conduct Encouragement of group: civilized and respectful	Listening Building on ideas from others	Insight and Reasoning Asks thoughtful questions; makes connections	Openness Acceptance of other points of view
A	Demonstrates thoughtful and active participation throughout seminar. Consistently stays on task. Body language is active. Consistently makes eye contact.	Initiates specific references to text to support and defend ideas without external prompting.	Contributes to the success of the group and makes invitations by name to include and support all participants. Is consistently nonjudgmental and respectful.	Listens unusually well. Frequently responds using names. Comments indicate accurate and perceptive listening and connect directly to what has been said.	Questions and comments are insightful, logical and contribute to deeper construction of meaning. Presents new ideas and makes connections to previous/outside topics or dialogues.	Accepts points of view other than own and uses them to expand own ideas and discover new meaning about concepts.
B	Demonstrates active participation throughout seminar. Stays on task. Body language is active. Often makes eye contact.	Makes specific references to text to support ideas. Uses text effectively when challenged to do so.	Demonstrates respect and enthusiasm attempting to include and support all participants. Makes invitations to participants.	Listens and is able to respond to ideas and questions from others with little digression. May sometimes use names in responses.	Questions and comments are apt, logical, and relevant but do not necessarily offer significantly new insights or ideas.	Accepts points of view of others and attempts to use them to expand own ideas but may reflect set thinking.
C	Demonstrates active participation through most of seminar. Stays on task most of the time. Body language and eye contact show some engagement.	Occasionally makes references to text to support and defend ideas but may have to be challenged to do so.	Demonstrates general respect for the group but is not always supportive and inclusive. May at times be judgmental or impatient of others.	Generally listens but is not always attentive as evident in some unconnected responses. Frequently focuses on same people.	Questions and comments are apt and logical but do not move the group forward to a deeper understanding. Some ideas may be off topic.	Acknowledges other points of view but may try to argue or refute them. Points reflect a lack of flexibility.
NY	Is a passive observer of seminar or is off task. Side conversations are frequent.	Makes no references to text to support and defend ideas. Ideas appear "off the cuff."	Speech and manner suggest a lack of support and/or respect. Uses disrespectful language. Centers dialogue on self or specific classmates.	Does not listen adequately; therefore, comments are random and may be irrelevant.	Questions and comments are illogical, difficult to follow and offer no benefit to the group.	Does not acknowledge or accept other points of view. Engages in debate instead of dialogue.

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