
18E – WRITING AND DISCUSSION ENHANCEMENT: GALVANIC CELL

OVERVIEW

You will participate in small-group discussions to explore the question: What are the pros and cons of moving towards homes and cars powered primarily by rechargeable batteries? After the discussion, you will take a moment to reflect about what you learned.

PREPARE FOR DISCUSSION

1. *Research the issue before the discussion*

Select 3 or more reliable sources to learn more about the issue identified by your teacher. Sources can include articles, videos, online magazines, etc. that provide background information, but do not use the same type of media for all 3 sources. Summarize the main points of your sources and be prepared to share your findings with your peers in a discussion. Reflect on the main points to help you prepare for the discussion. Form your own opinions, and think about how you arrived at those opinions. Then think about the alternative views to those opinions. How does someone with a different perspective on the issue come to their opinion?

Turn in your research summary before the discussion begins.

SMALL GROUP DISCUSSION

2. *Participate in the discussion*

Share your ideas and respond to others in a respectful manner. You will evaluate your peers, and you will be evaluated based upon the criteria written in the grading rubric on the next page.

You may be assigned any one of the following roles in your group:

- **Facilitator** – Gets the discussion going and keeps it moving. Encourages everyone to speak.
- **Timekeeper** – Makes sure everyone stays within the allotted time to speak; politely notifies a student that is approaching the maximum speaking time and notifies a student that has not met the minimum speaking time.
- **Note-Taker** – Keeps track of what’s being discussed (big picture); responsible for turning in the group’s discussion notes after the small-group discussion is complete.
- **Challenger** – Respectfully poses alternative views to expand student perspectives and asks probing questions.
- **Connector** – Helps the group relate the current discussion topics to content studied in class.

LAB PARTNER DISCUSSION

3. *Discuss with your lab partner*

After the small-group discussion, you will join your lab partner for one-on-one discussion in which you will share the outcomes of each of your small-group discussions with each other. After your discussion, write a 1-page summary in which you express how thoughts and ideas about the issue build upon each other at each level of discussion. End your summary with a persuasive call to action to improve a specific problem that was discussed.



GRADING RUBRIC

Peer Grading Rubric: Small Group Discussion						Your Name:
<i>0=Criterion not met</i> <i>1=Needs improvement</i> <i>2=Satisfactory</i> <i>3=Excellent</i>	<i>Peer name:</i>	<i>Peer name:</i>	<i>Peer name:</i>	<i>Peer name:</i>	<i>Myself:</i>	
<i>Cited their research in the discussion</i>						
<i>Expressed ideas logically and clearly</i>						
<i>Demonstrated appropriate word choice and tone</i>						
<i>Expressed ideas persuasively</i>						
<i>Participated in a civil and democratic manner</i>						
<i>Contributed thoughtful responses to others' statements</i>						