

You are responsible for leading discussion of a paper. Your grade will be determined by the discussion itself as well as the associated assignment that is due on the day of the discussion. This will be a group project, work with the other group members to plan your discussion.

Date	Reference	Discussion leaders
Jan 19	Krajick. 2004. All downhill from here? Science.	
Feb 2	Simberloff. 1987. The spotted owl fracas: mixing academic, applied, and political ecology.	
Feb 23	Schindler et al. 2003. Pacific salmon and the ecology of coastal ecosystems. Frontiers in Ecology and the Environment.	
March 8	Crowl et al. 2008. The spread of invasive species and infectious disease as drivers of ecosystem change. Frontiers in Ecology and the Environment.	
March 22	Hughes et al. 2005. New paradigms for supporting the resilience of marine ecosystems. TREE.	
April 5	Darimont et al. 2010. Salmon for terrestrial protected areas. Conservation Letters.	

Written discussion preparation. Each discussion leader is responsible for turning in the following components in a single document. This written component should reflect your independent contribution to the group project. *This is due at the beginning of the class when you lead discussion.*

1. Summary of the discussion paper. In approximately ½ single-spaced typed page, summarize the main points of the paper (see more information on next page).
2. At least four open-ended questions regarding the paper. These questions should be intended to provoke thoughtful or critical thought from the audience and inspire more discussion. (see more information on next page).

Grading (this will be 10% of your total grade)

Component	Points
Written discussion preparation	15
a. Summary (7 pts)	
b. Discussion questions (8 pts)	
Discussion in class	15
Total	30

HOW TO EFFECTIVELY LEAD DISCUSSION:

Before class:

1. Read. Read the paper. Then read it again. It can be worthwhile to also track down and read one or two additional papers that inspired the discussion paper.
2. Summarize for yourself the key points of the paper. For example, what is the thesis of the paper? How could this paper be important or influential? Are there controversial points? Are there alternative interpretations of the data? What broader concepts or issues does the paper relate to? Write this up in approximately ½ page to turn in (see above).
3. Prepare several (~4) open-ended questions that you can ask of the group. These questions should be intended to provoke thoughtful or critical thought from the audience and inspire. You will turn in these questions (see above).
4. Meet with your group to plan the discussion strategy.

During class:

1. **Introduce paper.** The group should begin the class with a quick summary of the main points of the paper. The goal of this short summary is to orient the class to the paper being considered, but not be a detailed review of the paper.
2. **Digging into the paper.** Use the open-ended questions to guide discussion. Tolerate silence—someone will eventually speak up. Call on people if necessary.
3. **Guide.** Take charge of the discussion as needed. Keep discussion on track. Summarize and synthesize as the discussion goes along. This serves to move the discussion along.
4. **Summary and conclusion.** Use the last several minutes of the class period to summarize the main issues of the paper and of the discussion.