The Peritext Book Club: R TJ 0 Tc 0 Tw 10.11 0 To solving, information literacy, and media developed by Gérard Genette, which prov extension results in a framework that can Twelve middle school students met onc a text and their ability to retrieve information from a ct their opinion of the credibility of information

Introduction

What Are Peritext and Epitext Elements?

As the students open their Chromebooks and enter Google Classroom to start working on the pre-intervention survey, there is the sound of happy chatter:

> "I don't know what peritext is, and I'm really sorry" (eighth-grade girl)

> "Is this like a real thing or did they make it up?" (seventh-grade girl)

> "I'm just going to write 'I don't know' five times" (Another eighth-grade girl)

The concept of paratext was defined by Gérard Genette as common elements provided within a book (peritext) and elements outside of the book that refer to it (epitext). These elements

presenting a typology of the functions of peritext that can be used as a framework for research or as a method for teaching critical thinking. The original version of the PLF, which was modified as a result of its use in the peritext book club, describes six functions of peritext:

- x Bibliographic: Elements that uniquely identify a work. Examples include author's name, work's title, publisher's name, and publication date.

- x Promotional: Elements that interface between the work and its potential audience. Examples include

February	Science	Complete discussion of art/design book Peritextual analysis of science book. Intratextual peritext.	Kramer, Stephen. Hidden Worlds: Looking Through a Scientist's Microscope. Houghton Mifflin, 2001.
March	Math	Complete discussion of science book. Peritextual analysis of math book. Navigational peritext.	Janeczko, Paul B. Top Secret: A Handbook of Codes, Ciphers and Secret Writing. Candlewick, 2006.
April	Engineering	Complete discussion of math book. Peritextual analysis of engineering book. Supplemental peritext	Latham, Donna. Skyscrapers: Investigate Feats of Engineering with 25 Projects. Nomad Press, 2013.
May	Technology	Complete discussion of engineering book. Peritextual analysis of technology book. Documentary peritext.	

Results

January Meeting: Bibliographic and Promotional Peritext

The first meeting focused on bibliographic and promotional peritext, and the art book Go: A Kidd's Guide to Graphic Design was used as the basis for the discussion. As would be expected, the preintervention survey demonstrated that the nine students attending did not have any knowledge of peritext or of the bibliographic and promotional functions of peritext. Students were active participants in the discussion of what peritext is and how bibliographic and promotional elements work to get readers' attention and draw them into the book. Students related instantly to how promotional elements work. At first they felt Go: A Kidd's Guide to Graphic Design might be too young for them, but as they explored the peritext, their interest grew, and when asked, "Does the cover of the book entice you to read it?" many said yes.

February Meeting: Intratextual Peritext

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page number, author's name, index, etc. In the assessment, all these answers were considered correct

When asked how peritext might affect their opinion of a book, all participants had reasonable responses indicating that peritext could influence their opinions by providing information about the book that made it seem interesting, credible, or understandable. Only one student answered in a way that did not indicate how peritext might change a reader's opinion of a work and stated instead only "It could change your opinion."

The final question on the quiz asked participants how they decide if the facts in a book are correct or not. All students responded by pointing out the need to assess the resources a book's author used; two students referred to documentary experts. One student responded, "You can look it up online."

Discussion

Overview

Overall, we considered the Peritext Book Club to be a success. The participants indicated that they enjoyed participating and demonstrated their ability to use peritext to think critically about
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book club meetings, feedback from participants was sought on what name they would give this function to make it easier to understand.

Refine the Framework based on feedback from students. Overall, the framework worked well. Students enjoyed the language used to name the functions and were happy to use the multisyllabic terminology to which they were being introduced. The students made a point of using the terminology with each other, playfully, and in an affected tone that indicated the terms had an intellectual sound to them. The one type of peritext noted above that did not work well for the students was the bibliographic function. Based on discussion with students, we

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These findings suggest that this student outcome was met for all participants who had good records of attendance at the meetings.

Students will be able to articulate how the presence of peritextual elements affect students' evaluation of the book as an informational text. In the final quiz all participants agreed that analyzing peritext could affect their opinion of a text. When asked to elaborate on why analyzing peritext could affect opinions on the books, all except one student noted functions and/or types of peritext that influenced opinions of a text. Findings indicate this outcome was met for all participants except one.

Students will be able to express reasons for accepting the veracity of factual information gained through reading. In the final quiz all except one student described ways to determine the quality of the information in a book; this description was achieved by pointing to documentary evidence and/or by analyzcj -0.0x8c2fd

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