Directions for First Seminar
Due: Thursday, Sept 29

Read: *Rose Lives on the Boundary*, Chapters 1, 2, and 3

Plan on reading these chapters twice. Time yourself on how long it will take you to read one page then multiply by number of pages (approx. 70). This will give you an idea on how much time you will have to budget for reading. If you read one page in two minutes figure you will need about two and one half hours, at a minimum, to read through this piece once.

As you read you should underline, highlight, note in the margin, or index in a reading journal or on blank pages at end of the book passages, specific terms, sentences or paragraphs that strike you as important, interesting, confusing or simply those you want to share with others in the seminar.

Make a list of new words, names, phrases that you looked up in a dictionary. A good reader will have a dictionary available and look up several words in each section of reading. [somnambulant (27,60) =sleepwalking]

You should identify major concepts the author uses and how he labels and defines them. What does he mean when he uses phrases such as: Gramatica (1), liberal education (58), complex ties between literacy and culture (8).

Your objective is more than just getting through these pages and more than just a passive read to generally familiarize yourself with the topic. Rather your purpose should be to explore this work to see what you can discover or what the author would want you to underline? To do this you will need to first understand what the author is saying. Why did he/she write it? Where are the major questions or problems that the author is trying to address stated? Review the whole book, including title and subtitle, Acknowledgements, Table of Contents, chapter titles, Index, Notes, Bibliography, even the back cover! Who is the author? Do a Web search.

To make the seminar work you will need able to be able to point to specific passages and explain in your own words what they mean and why they are important.

(Over)
Seminar Preparation Paper to be typed:

1. Make a list of words you needed to look up in a dictionary and be ready to explain them to your seminar.

2. From each chapter (1, 2, 3) prioritize five of the most important passages you underlined, marking them #1, 2, 3, etc.

3. Then choose one passage from each chapter and copy it out exactly including quote marks and page number. Format for this from Modern Language Association (MLA) is to put author's name and page number in parenthesis after the quote marks but before the period. Example: "Blah, blah, blah" (Harnish 23).

4. Finally in a few sentences explain what each of these quotes mean in your own words and why you think they are important.

Helpful Seminar Online Follow-up Suggestion

After the seminar, over the weekend, continue the conversation on FirstClass website:

- What new insights into the reading did you get in the seminar?
- What or who was helpful in the seminar process?
- How might you prepare differently for future seminars?
- What questions would you pose to the group about the reading now?
Seminar Assignment #3
Due Thursday, Oct. 6
bell hooks, Teaching to Transgress

1. Read bell hooks, Chapters Intro, 1, 2, and 3, pp. 1-44.
   (NOTE change to schedule: Chapter 4, p. 44-58, isn’t due until next week.)

2. Underline important passages and paragraph where she presents her most important ideas.

3. Keep a list of words and phrases that seem important to understand for a discussion of
   her ideas. (Note: you do not need to type these up, the list is for you.)

4. Choose one paragraph from each chapter (Introduction, 1, 2, 3) which is complex,
   confusing, or so rich with ideas that you want to lead others through a reading and
   discussion of it.*

5. Type out these four paragraphs. (That’s all you have to hand in.)

6. Be ready to lead your seminar group through specific points in them, especially ones
   you had (or are having) trouble with and want to explore with others. This will be a good
   practice in orally paraphrasing and "unpacking" specific parts of the text. See page 5 "A.
   Banking" in Thinking Analytically for hints on paraphrasing. Just bring your informal
   notes.

7. Be ready to discuss what her purpose was for writing this book and why it is entitled
   Teaching to Transgress: Education as the Practice of Freedom

*For hints how to deal with difficult ideas see Writing Analytically pp. 8-18 (Judging,
Debate Style Argument, Personalizing, Opinions (Versus Ideas), and What it Means to
Have an Idea)
Seminar Assignment #5
Due Thursday, Oct. 13
Paolo Freire, Pedagogy of the Oppressed

READ:  p. 43-86
This is dense material, which might seem daunting at first. Give it an overview reading first, and then read carefully a second time, annotating the text and looking up words as needed.

WRITE:
The writing assignment uses “The Method” from Writing Analytically.

Choose two facing pages from Freire and go through the following exercise for this two-page section. You’ll hand in the whole thing – all three lists, showing your rankings, and the paragraph on one repetition or strand or binary that is especially significant.

You do NOT need to type up the word lists, but DO type up your paragraph on the significant one.

1. Make a list of exact repetitions – identical or nearly identical words or details – and note the number of times each repeats. Consider different forms of the same word (run, ran, running) as exact repetitions.

   TIP: Write the word and just make checks or marks next to it, then count how many you have.

2. Locate repetitions of the same kind of detail or word. This is called a strand, a grouping of similar kinds of words or details. For example, tree, vine, plant, herb could be a strand, or teacher, student, school, education. Be able to explain the strand’s connecting logic, how the words are linked together.

   TIP: There are many ways you can organize these “strands.” Do this in a way that is logical to you and relates to the patterns you see in the material.

3. Locate details or words that suggest binary oppositions, binaries or organizing contrasts. For example: open/closed, polite/rude, banking/liberating. Binaries need not be opposites – pink/gray or hopeful/excited could be binaries.

   TIP: Binary just means two, a meaningful pair of opposites or related-but-different words.

4. Take what you take to be the key repetitions, strands, and binaries – which may involve renaming or labeling them – and rank them in some order of importance. You might number your lists, use stars, or colored markers to indicate which ones seem MOST important.

5. Look over the three lists and CHOOSE JUST ONE repetition or one strand or one binary as especially significant or interesting or revealing. Then write a healthy paragraph (1/3 of a page or better) in which you explain the significance of this choice – what is important, what does it reveal, how does it affect your understanding of the text as a whole. Type up this paragraph.