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.
Seminar Assignment for Tuesday, Oct 16

When reading a book like Germs, and Steel you can identify different kinds of material that responds to different kinds of questions. Here are some examples:

**Type 1—Fact/Identification Questions:** answerable in one or two sentences and verifiable by pointing to an accepted authority or source. These are simple who, what, when, when kind of questions.

*Example* from Diamond study guide: On page 88 Diamond mentions two direct and two indirect ways in which domesticated animals boost available calories. What are these?

**Type 2—Concept Questions:** answerable in one paragraph, clearly explaining this concept and demonstrating that you fully and accurately understand it. There are more complex than fact questions but still are somewhat objective with verification provided by pointed to specific passages.

*Example:* In what indirect way does food production (plant and animal) lead to denser human population, according to Diamond?

**Type 3—Thesis Questions:** answers require a well-organized essay with one clear thesis, use of specific evidence/examples/quotes related to the thesis and clear organization. These deal with why, how, and compare/contrast issues.

*Example:* Explain how the figure on page 87 summarizes Diamond's book.

**Assignment for Oct 16:**

READ: Jared Diamond, Guns, Germs and Steel, pp. 85-191.

1. Before reading look at the questions for Chapters 4,5,6 in the study guide and try to categorize them, marking them on your guide as Type 1, 2 or 3.
2. While reading look for additional material for type 1,2,3, questions.
3. Written for hand-in: For chapters 7-10 write out at least 3 Identification questions (Type 1); 2 Concept questions (Type 2) and 1 Thesis question (Type 3)
4. Be ready to explain and point to specific passages for possible responses to some of your questions.

**NOTE:** Just write out the questions. You don't need to write out answers but do include pages where relevant information may be found.
Seminar #8
Fishbowl Synthesis Seminar
Due: Thursday, Oct 20

This assignment directs you to look for connections (synthesis) among the three books we have read so far: Rose, hooks, and Freire.

You will be (have been) assigned to re-read one group of chapters from Mike Rose's
Lives on the Boundary
Group A: Chapters, 1,2,3,4
Group B: Chapters 5,6
Group C: Chapters 7,8,9,Epilogue

Your group will use your responses to the written assignment below as preparation for a Fishbowl seminar in which each group will have about 30 minutes to explore the connections among Rose, hooks, and Freire in regular seminar style, but in front of the rest of the class (a "fishbowl" seminar).

Write to hand in:

1. Choose two specific examples of experiences or ideas that Mike Rose presents in your assigned section (type out the passage and include page number).

Examples:
What young people come to define as intellectual competence—what it means to know things and use them—is shaped by their schooling. ~ And what many students experience year after year is the exchange of one body of facts for another—an inert transmission, the delivery and redelivery of segmented and self contained dates and formulas—and thus it is no surprise that they develop a restricted sense of how intellectual work is conducted. (Rose190)

Question: What shapes young peoples' definition of intellectual competence?

"Associated with these difficulties with critical literacy are students' diverse orientations toward inquiry. ~ It is a source of exasperation to many freshmen that the university is so predisposed to question past solutions, to see counterexplanations—to continually turn something nice and clean and clear into a problem" (189).

Question: What are the problems associated with helping students develop new ways of inquiry?

"All teaching is embedded in a political context, of course, but the kind of work I had done before coming to the Tutorial Center tended to isolate me from the immediate presence of institutions..." (186).

Questions: How can the~ politics of an institution influence the work of teachers in educational programs?
2. What is the **problem or challenge** at the heart of each of these? State the problem in the form of a question. See examples in **bold** above.

3. **Write a paragraph** (for each of the experiences or ideas) and present out how either hooks OR Freire (or both) would answer the question. In other words, how would they analyze the experience? Or what kinds of solutions would hooks or Freire **offer to the concrete dilemma** that Rose faced as a student or as a teacher? Or what would hooks or Freire "say" to Rose?

Your final paper will include each quote, followed by the question, followed by your one-paragraph exploration of how hooks or Freire would answer the question posted by Rose’s example.