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: Grammatica (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.
Seminar Preparation
How People Learn
Spring 2005

Look for the places in the preface and in the final chapter where the author says what he tried to do with this book. Physically highlight the places in the book where he uses language like: "I'm hoping to..." "In this book..." "I argued that..." etc. [If you are using a library book, write on post-it notes to mark up your book]

1. Why did the author write this book?

2. In your own words, explain in 1-2 sentences what it is that you think the author is trying to do with the book. What is he trying to argue in particular? Add the page number to your explanation for where he seems to discuss this goal and argument.

3. Express the type of argument he is making in the form of a labeled visual map. Add key details of the argument to your map (include page references).

4. Scan through the table of contents. Explain in 2-3 sentences what you think he is going to do to explore and examine his argument.

5. What are 2-3 terms and phrases the author repeatedly uses that you think may be important, and that you expect to understand better by the time you finish reading the book.

6. Pick a paragraph or two that seem interesting/important and that you'd like to understand better. Write down the page number and the 3-4 words at the beginning and end of the paragraphs you picked. We will focus on some of these paragraphs in seminar as we together work to figure out what the book is about.

7. Prepare 3 discussion questions

8. Write a reflection on how the authors' stories make you think about your own experiences with learning in school? What were some of the ways in which you found your way through so far?
Prepare
Bring your written preparation and your marked text. You should be present and participate in the seminar, and you can’t participate if you are not prepared.

Pre-seminar small groups (about 20 minutes)
Discuss the preparation you each did, your main thoughts, and what you find most interesting about the text. Decide together on a good topic to discuss in the seminar and a brief passage from the text as a lead-in to discussion. One of you writes on the board the topic and the page number of the passage.

Select a volunteer "starter" and an "observer"
The starter, perhaps with the group, determines a good order for the agenda items, probably starting with specific topics about what the text is saying (see the Harnish questions). In a very low key way she or he keeps the group on track, relating to the topic and the text, getting depth of discussion, and sticking to the ground rules--actually all are responsible for staying aware of and acting on these issues. The "starter" watches the time and suggests when to move on to a new topic. He or she is discouraged from taking a leader or "teacher" role, which is easy to slip into. The point is that all are equally responsible but this person quietly does a few tasks.

The observer sits outside the circle observing the depth with which the subjects are discussed and the quality of the interaction. She or he takes notes and reports to the group at the end of the seminar in the debriefing period.

Seminar (40+ min)
After the agenda order is clear, the starter asks the first group to introduce their topic or question, say why they chose the topic, tell why they chose the particular passage to begin discussion, and read it aloud.

The aim is to exchange varied points of view about the topic, referring to selected parts of the text.
Each topic should be discussed in some depth. (There may not be time to cover all the topics.)

Guidelines for seminar discussion are suggested in the Harnish handout and on the list of kinds of seminar interaction, in addition to these routines and others agreed on. All voices should be heard. No one, two, or three voices should dominate. If a problem arises, those in the seminar should take responsibility to help the group pause, discuss and resolve the problem; or shift in a way that deals with (or diverts from) the problem. If someone makes this kind of shift, others can support the attempt.

Debrief (15 min)
Participants discuss how the seminar went, including specifics. Evaluate the seminar on a scale of 1-5, considering the depth of the conversation and quality of the interaction.
Observer reports to the group, using the same criteria.
Instructor may comment.
Each participant writes her or his reflection on their ongoing reflection sheet.
GATEKEEPER
Keep communication channels open between all members.
Redirect dialogue to include quiet ones.
Deliberate rambling group members. Call on all eager members by name.

Sample comments --
"Siraia, I see you have something...."
or "Rick, what is your reaction to robotics?"
or "David, didn't you have some data on denial?"
or "Lili, you look interested in this licensing law."

SUMMARIZER
Every ten minutes or so.
TRY -- "What we've said so far...."
or Near the end of the meeting time.
TRY -- "Are we ready to summarize at this point?"
or At the end of the topic.
TRY -- "So far we have decided. Is that right?"
or When opinions differ widely in the group.
TRY -- "What Sue seems to be saying is...."

TENSION RELIEVER
When nerves get frayed.
TRY -- "Tell a joke! Laughing matters!"
or When group vision is cloudy.
TRY -- "May I change the subject for a second?"
or When group work is too hard or too boring.
TRY -- "Let's take a deep breath and pause here for a minute."

RECORER
Record group decisions.
Document the group's agenda.
List important summary ideas.
Help the group formulate ideas into writing for clarification.
Protect group ideas against misunderstanding.

Sample comments --
"Would you please repeat that question for the agenda, Jan?"
"Is this what the group is proposing, Pandi?"

HARMONIZER
Seek out ways to reconcile misunderstandings, disagreements, and conflicts.
Seek objectivity and cooperation.
Focus on "group" productivity.

Sample comments --
"Hold on a second, Saoi, let's see where you two might have some common agreement."
"Lyn, I get the feeling that Constance's comment really annoyed you. Is that right?"
"Let's not loose our momentum by getting carried away."

EXPEDITER
Be aware of time limits.
Urge the group to stay on the assigned topic.
Urge the group to limit discussion if members talk too long on one idea.

Sample comments --
"We have only ten more minutes, Mina. ...."
or "Where are we ....?"
or "Here's another point that we need to check."
or "Would the group like to try a round robin on this subject?"

ENCOURAGER
Encourage and support other members' comments and behaviors.

Sample comments --
"I like your solution, Solli."
"That is a very vital viewpoint, Varna."
"That chart you brought certainly does make your comment clear, Clyde."

TEXT HOUND
KEEP GROUP ON TEXT
Cite sources of articles, facts, and quotations.
Name authors, pages, and program titles.
Identify where ideas come from.
Seek citations from others.

Sample comments --
"This idea appeared on p. 60 in Buber's I and Thou."
"I read this conclusion in last Sunday's NY Times."
"Do you have a citation for that quote, Quint ...?"
PREPARING FOR A "JIGSAW" SEMINAR

1. We are asking each of you to read an article or an excerpt from a book thoroughly in order to teach important concepts in the article or chapter to a small group of people on Friday, June 27th. The study guide attached to your article is included as an example of one strategy that can be used to help college students improve their critical reading and thinking skills as they prepare for a jigsaw seminar. If these directions were being given to students, the students would be directed to read all notes and instructions on this handout before reading their article. They would also be advised to use the study guide to help themselves read, explore, and organize the information in the article or chapter for which they were responsible. We would like you to read through the study guide so we can discuss this strategy after the jigsaw seminar.

2. You will be paired with another person who has read the same article or chapter you've read. During our jigsaw session, you and your partner will a) discuss and clarify major points, issues, and supporting arguments in the article or chapter, b) decide what needs to be taught and how you will blend your individual teaching plans in order to effectively teach the article to a small group, and, c) formulate questions that might lead to a useful discussion of themes and issues related to your article. Both members in the pair must take an active role in the small group teaching.

You and your partner will be the only two in the small group of eight who have read your article or book chapter so please come prepared! Please make sure you have read your article and have made preliminary plans about how you will convey the author's main points and arguments before our session. Visual aids are quite useful in conveying complicated concepts efficiently—feel free to be creative about how to share information and questions.

3. Small groups of eight (four pairs) will be formed after the paired discussions. Each pair will have 15 minutes to teach the article or chapter they read and pose questions for the group’s consideration.

4. When all pairs have "taught" their materials to the group, the group will take a 15 minute break. After the break, the group will reconvene for a seminar. To begin the seminar, the group will identify the theme(s) common to all the articles and chapters. From there, the group may draw on personal experiences, other texts, or the materials under discussion to clarify, elaborate, and critique the authors' arguments in relation to the identified themes.