HSI Summer Reading Workshop Expanded Syllabus

Areas in grey are those to cut if time runs short. Try to return to them the next day.

Areas in italics are Quick-Writes (or other material) that should be scanned and sent to José. (Note that not all quick-writes are being sent to José, which is different than in earlier versions of the syllabus.)

Sarah-Hope's Phone Number: 831 319-0206. Use as needed.

Day 1, 8/8 (Take breaks when needed/appropriate)

Note: José Flores will be at Oakland workshop 7:30-8:00 to introduce advising component.

Introductions/Team Building
Use your preferred exercise or choose one
The person or activity most responsible for getting you to UCSC
One impediment for you getting to UCSC

Quick Basic Info:
• Come with paper and pen/pencil
• Have these out and ready to use
• Take notes (we'll discuss different ways to do this)
• Always ask questions

10 classes
  miss one = miss 10%
  miss two = miss 20%
We are taking roll every day because the timeline is tight and because you matter
We are sharing work with advising in order to provide you quickly and accurately with support services

Workshop Overview
2 weeks
Big theme: Reading Analytically for Critical Conversation
Four sub-themes:
  Reading for Understanding: first step, more a tool than a goal
  Reading as Conversation: basic form of reading at the university
  Talking Back in Writing: articulating your part of the conversation
  Broader Conversations: many writers (including you) talking at once
Quick Write: ask students what experience they’ve had with each of the four
What do they know about reading that makes them confident?
What do they want to learn to do effectively to face college reading tasks comfortably?

What is reading?
Take notes on student input, then share the following if missing:
Reading is...
• an invisible process that we make visible with note-taking and metacognition
• problem solving
• more than just decoding
• a social and an individual activity
• a method of political participation
• a tool for self-empowerment and self-defense

Given that reading is all of the things listed above, describe effective readers
Again, take notes on student input, then share if missing
• mentally engaged
• motivated to learn
• socially active around reading tasks
• strategic in monitoring own comprehension
• able to observe other readers and borrow their strategies
• persistent when reading gets difficult or frustrating
Quick Write: when have you demonstrated these characteristics while reading or while engaged in other activities?

**Reading Tool: Identifying Discourse Communities**
   Individual webs of discourse communities (will be sharing)
   Voluntary, involuntary, and exclusionary communities
What shapes the realities/values of these communities of discourse?
Quick Write: Which have you voluntarily joined, which have excluded you, which have you participated in involuntarily, and what do you imagine the university’s communities of discourse will be? How do you respond to these different kinds of discourse communities/situations? (collect for advisors)
Raise the issue of being forced to perform according to the standards of a community of discourse when you’re not given the tools to meet the standards of that discourse and participate

Focus Reading of the Day: “Knowledge is Power,” Thomas Holtt
Themes: Persistence

Distribute Reader

**Reading Tool: Metacognition**
   Predicting —>
   I predict...
   In the next part I think...
This text looks like...
Picturing  □
   I picture...
   I can see...
Contextualizing  ○
   I can see the author’s background in...
   I can see the timeframe is...
   I see class/ethnicity/gender/power structures...
Making Connections  ∞
   This reminds me of...
   I’ve seen this happen...
   I’ve wondered about this...
   This is similar to...
   This moves me because...
   This matters to me because...
Identifying a Problem  !
   The problem the writer sees/respects to is...
   I agree/disagree because...
   I would interpret this differently...
   I don’t understand...
Wondering  ?
   I’d like to learn more about...
   How would I respond...
   Is there another way...
   Who could I ask...
Using Fix-Ups  +
   I think I’ll have to...
   Maybe I’ll need to...
   I want to...

Instructor read through first ¶ (or two) of Holt w/metacognitive comments
   Remark on which notation you’d use

Students take turns reading aloud w/metacognitive commentary
   Both students mark up reading regardless of who is “metacogniting”
Quick reflection on similarities/differences in what students note
5-minute quick-write: How Holt’s thoughts apply to me on my university journey
   (Let students know this will be shared with advising staff; they can write “no” at the top of the page, if they do not want it shared.)

End day with 20 minutes analytical reading and follow-up (45 min. total)
Use Reader, choosing your own reading, (or bring book with you)
15 minutes writing (sentence starters inside front cover of reading)
10 minutes discussion: best things I read/wrote/thought/realized today
   Use fuzzy/clear to provide structure if you want
**Before students leave:**
Point out brief bio of Holt in reader
Collect quick-write that will be shared with advising staff (will return tomorrow morning)
**Homework:** be metacognitive about one thing you do tonight
  short letter format reflection
Tell students they can stay to continue discussions or to ask questions
  “office hours” as appropriate

**After students leave:**
Scan quick writes in italics and email to José Flores
15-min. Google Hangout w/advising staff
Day 2, 8/9 (Take breaks when appropriate. If you had to cut material yesterday, you can insert it today if time allows.)

**Note:** Jose Flores will visit Los Angeles site electronically 5:00-5:30 to explain advising component.

**Note:** José Flores will visit San Francisco site 7:30-8:00 to introduce advising component.

Focus Reading of the Day: Thomas Holt “Knowledge Is Power” (continued)
Themes: What literacy enables
- What different kinds of literacy enable
- Attempts to limit types of literacy (by state, corporations, etc.)

Roll
Return Quick-Writes

**Reading Tool: Metacognition**
From yesterday: metacognition/annotation
Quick review of —>, □, ○, ∞, !, ?, +
What kind of knowledge does each of these give you?
Do you need to address these thoughts/questions in any particular order?
Which are your current strengths/weaknesses?
What do you want to prioritize?
As a class, annotate ¶ 1 from Holt with —>, □, ○, ∞, !, ?, +
With a partner, annotate ¶ 2, 3 from Holt with —>, □, ○, ∞, !, ?, +
On your own, annotate ¶ 4, 5, 6 from Holt with —>, □, ○, ∞, !, ?, +
Point out Frederick Douglass, Malcom X, and Mike Rose pieces in reader for further reflection on the political/social/cultural power of reading [shall we include these? they’re anthologized a lot, but that’s because they’re interesting]

**Reading Tool: Outlining and Mapping** (continue using Holt)
Quickly outline next few paragraphs of Holt
Map these same paragraphs
Quick reflection/discussion
What different information do these two forms give you?
Review Map models in reader
Commentary on ways of thinking and how these relate to
- Different disciplines
- Different discourse communities
If time allows, experiment with some of these mapping methods

**Prep for Self-Assessment Homework: Literacies**
Take some time generating a list of the different literacies students have or will need http://cmap.ihmc.us/docs/theory-of-concept-maps
Not just languages, but computational literacy, technological literacy, etc. 
Quick-Write: What are your literacies? What special skills do you have in each? How can these literacies inform your work as a reader (and writer)? What have these literacies made possible/impossible for you?

Distribute reading self-assessment assignment and answer questions

**End day with 20 minutes analytical reading and follow-up (45 min. total)**
15 minutes writing (sentence starters inside front cover of reading)
10 minutes discussion: best things I read/wrote/thought/realized today, how can I connect these to previous day's activities/ideas?

**Before Students Leave**
Tell students they can stay to continue discussions or to ask questions
   “office hours” as appropriate

**Homework:** Complete reading self-assessment based on
   Linda Flower, *Problem Solving Strategies for Writers*
   Schoenbach et al, “Academic Literacy: Student Competencies”

**After students leave**
15-min. Google Hangout w/advising staff
Day 3, 8/10 (Take breaks when appropriate. If you had to cut material yesterday, you can insert it today if time allows.)

Focus Reading of the Day: Paulo Freire, “The ‘Banking’ Concept of Education”
Themes: ‘Banking’ education
  - Passive v. Active reading
  - Memorize v. understand v. interact with/challenge/build upon

Roll
Return Quick-Writes

Introduction to Freire and ‘Banking’
Brief bio of Freire
Brief explanation of ‘banking’

Reading Tool: The “I Search”
Quick-Write: What examples of ‘banking’ instruction can you find in your own high school education? What ‘non-banking’ moments can you find in your own high school education? How did these experiences differ? (Let students know this will be shared with advising staff; they can write “no” at the top of the page, if they do not want it shared.)

Brief discussion/summary of class’ experiential knowledge

Reading Tool: Questioning
Ask class: what kinds of questions do you find yourself asking while reading?
Be sure these are included:
  - Factual/Accuracy (check for specific data, vocabulary, etc.)
  - Clarification/Understanding (key concepts)
  - Contextual (how do the writer’s where/when/why influence text?)
  - Interpretation
  - Applications (If true/untrue, then…?)
  - Reflection (where do I go with these ideas?)

As a class, work through first two ¶s of Freire, ask questions of each type
Questions for brief class conversation
  - Do I need to ask these questions in a particular order?
  - What will each type of question allow me to do/think?
Individually, continue reading Freire, noting questions
Best questions on board
  - Try to answer or think about what’s needed to answer
  - Which questions make the most interesting discussion?
  - Which questions are based in the text?
  - Which questions take you beyond the text?
Move on to: how did “I-Search” help/inform your reading?
Quick-Write: Choose one of the more challenging questions from the board and write in response to it.

Point out pieces in reader by Gerald Graff and bell hooks before moving on.

**Reading Tool: Reading Self-Assessment** (previous night’s homework)
Add your reading of Freire to the self-assessment
Brief discussion of how Freire self-assessment differs from other
Based on self-assessment, choose areas long-term and short-term goals
Quick-Write: What focal areas did you choose? What ideas do you have right now about how to address them

**End day with 20 minutes analytical reading and follow-up (45 min. total)**
15 minutes writing (sentence starters inside front cover of reading)
10 minutes discussion: best things I read/wrote/thought/realized today,
how can I connect these to previous days’ activities/ideas?

**Before Students Leave**
Collect quick-writes that will be sent on to advising staff (these will be returned tomorrow)
Tell students they can stay to continue discussions or to ask questions
“office hours” as appropriate

**Homework:** Preview Anzaldúa, “How to Tame a Wild Tongue”

**After students leave**
Scan quick writes in italics and email to José Flores
15-min. Google Hangout w/advising staff
**Day 4, 8/11** (Take breaks when appropriate. If you had to cut material yesterday, you can insert it today if time allows.)

**Focus Reading of the Day:** “How to Tame a Wild Tongue,” Gloria Anzaldúa

Note: You may want to introduce conversation about Anzaldúa’s history w. UCSC. She was a student here, didn’t earn a PhD because her work wasn’t considered sufficiently scholarly. She is now seen (at UCSC and elsewhere) as a ground-breaking thinker.

Themes: Language and Power
  - Language and Community
  - Language and Identity
  - Talking Back
  - A Text is Always Participating in a Genre
  - You Never Come to a Text Empty-Handed

**Reading Tool: Previewing**
Read and think about title
Read and think about headings
Look at the types of prose/graphics included
Introduce concept of predictive value of schema (compare to movie genres)
What can you predict about this piece of writing in this particular schema?
What do you know about this topic?
What biases do you have about this topic?
What things might you want to learn about this topic?
How will you deal with problematic vocabulary?
What learning goals do you have for the class while reading?
What learning goals do you have for yourself while reading?

**Reading Tool: I Search**
*Quick-Write: What experiences have you had involving language that have been particularly positive, particularly negative, particularly challenging?* (Let students know this will be shared with advising staff; they can write “no” at the top of the page, if they do not want it shared.)

**Reading Tool: Meaning from Context**
As a class look at passages in Spanish
  - Which are translated?
  - Which aren’t?
  - If you can read Spanish, can you read all her dialects or only some?
  - If you don’t read Spanish what information can you get from context?

**Reading Tool: Mapping**
Break class into pairs or groups, assigning each a section to map
As you read use —>, [eye], ∞, !, ?, + and mark up reading
Generate composite map on board group by group
Instructor ask groups additional questions as needed for comprehension
(Note: try to leave open space around all areas of map)

Class Discussion
Solicit language experiences that came up during quick-write
Add these to the map where possible, list others on side

Point out Essay by Audre Lorde in reader before finishing.

Three-Step Listing
Pick one “shared” topic (student + Anzaldúa)
   The feelings this topic raises
   Your analysis of this topic
   Ways of productively responding to this topic

Individual Writing
Begin a letter to Gloría Anzaldúa. Pick something she says that matters to you.
Discuss why this matters and consider ideas/actions that follow from this shared interest.
OR
Begin a letter to Gloria Anzaldúa discussing an area of shared concern and that
thinks about how to respond to that concern, as well as the feelings that concern
raises.
(Use you choice of—or both—wordings.)

Additional discussion topic suggestions based on remarks from Juan Poblete:
• What “genre” have students place their university experience into. What
  expectations from family, friends, self does this genre create?
• How do schools (including the university) value/devalue certain knowledge?
  How/why is bilingualism seen as a deficit?

End day with 20 minutes analytical reading and follow-up (45 min. total)
15 minutes writing (sentence starters inside front cover of reading)
10 minutes discussion: best things I read/wrote/thought/realized today,
   how can I connect these to previous days’ activities/ideas?

Before Students Leave
Collect quick-writes to be sent on to José (these will be returned tomorrow)
Tell students they can stay to continue discussions or to ask questions
   “office hours” as appropriate
Homework: Continue developing letter begun in class today

After students leave
Scan quick writes in italics and email to José Flores
15-min. Google Hangout w/advising staff
**Day 5, 8/12** (Take breaks when appropriate. If you had to cut material yesterday, you can insert it today if time allows.)

Focus Readings of the Day: Martin Luther King, Jr. “Letter from Birmingham Jail”
“Public Statement by Eight Alabama Clergymen”

Themes: Question everything
Don’t just ask true/false; ask to whose benefit? with what underlying assumptions? what other reasonable viewpoints are there?

**Reading Tools: Posing Objections and Asking Questions**
Goal: to see how MLK posed questions to create a framework for “Letter from...”
Provide context for “Letter from Birmingham Jail”
Begin by defining what a claim is
Give students original clergy letter
Underline claims in clergy letter
Skim “Letter from Birmingham Jail” and identify responses to clergy claims
Discuss *They Say/I Say* prompts for posing objections (see immediately below)

*They Say/I Say* prompts for posing objections (feel free to add more):
- Some readers may want to challenge my view that ______. After all, many believe that ______.
- I think X is mistaken when she overlooks ______.
- X’s claim that ______ rests upon the questionable assumption that ______.
- Some readers would certainly take issue with the argument that ______.
- Although not all [group or community of people] think alike, some of them will probably dispute my claim that ______.
- Although I grant that ______; I still maintain that ______.
- Proponents of X are right to argue that ______. However, they exaggerate when they claim that ______.
- While it is true that ______, it does not necessarily follow that ______.
- On the one hand, I agree with X that ______. On the other hand, I still insist that ______.

**Reading Tool: Mapping**
What is the journey King is taking these clergymen on?
Map with emphasis on his intention for audience


**Reading Tool: Making Connections**
How do you connect King’s essay and the Black Lives Matter Movement?
What are the causes fueling today’s protests?
What forms of oppression do Black people face in the United States today?
How are/aren’t these like Dr. King’s complaints?
What issue do you feel is ripe right now for a campaign of nonviolent action?
What would King’s “four steps” mean in relation to this issue?
Quick-Write: Respond to discussion.

**Reading Tool: Reading for Multiple Purposes**
Break class into groups
Tell each group they’ll be making a presentation on a different topic:
- Nonviolent civil disobedience
- King’s use of religious ideas and language
- Conditions for African Americans in Montgomery, Alabama, in 1963
- Similarities/differences between Civil Rights mvt. and Black Lives Matter
  (Add others or swap out as you desire)
Provide poster paper for listing examples, pair each example with a quotation
Give presentations, limit to 5 min. each
Quick-Write: Try turning one group’s list into one or more specific paragraphs.

Discussion of how medium shapes message. MLK on television, v. MLK in letter, V. MLK in speech, V. MLK in sermon.

**End day with 20 minutes analytical reading and follow-up (45 min. total)**
15 minutes writing (sentence starters inside front cover of reading)
10 minutes discussion: best things I read/wrote/thought/realized today,
how can I connect these to previous days’ activities/ideas?

**Before Students Leave**
Tell students they can stay to continue discussions or to ask questions
“office hours” as appropriate

**After students leave**
15-min. Google Hangout w/advising staff
Day 6, 8/15 (Take breaks when appropriate. If you had to cut material yesterday, you can insert it today if time allows.)

Focus Readings: Roger Waldinger, “The Immigrant Niche in Global City-Regions”
  Smith and McGhee, “Shredding the Retirement Contract”
Themes: defining social sciences, “rules” of academic prose in the social sciences

Reading Tool: Understanding Social Science Genres
Reading Tool: Previewing
Whole class preview of “The Immigrant Niche…”
What can we predict based on key words in the title?
What can we predict about structure, focus, readability, topics?
Look at “Signals for Predicting” (from Schoenbach et al)
Identify signaling terms in reading
Read conclusion together and add to predictions based on it
  What is the writer trying to do?
  Why is the writer interested in this topic?
  What claims do you think the writer will make?
  What evidence do you think the writer will produce?
Where/how does the author define key terms?

Reading Tool: Discipline-Specific Vocabulary
Assign small groups to sections (or ¶s) of article
Read looking specifically for unfamiliar vocabulary
Create word list on poster paper
Do you think this is a term specific to the topic area or more general vocabulary?
Writ out the best definition your group can suggest for each w/out dictionary
Are you satisfied with this definition? Will it let you keep reading?
  If yes, move on
If no, which strategy (strategies) do you want to use?

Reading Tool: Identifying and Assessing Claims
Remind students of predictions, now we’ll see how accurate we were
On poster paper: claim, evidence, quotation, reactions
“Reactions” includes
  Personal connections
  Knowledge from other courses/reading
  Quality of claims/evidence
  Additional information wanted/needed
Class discussion
Quick-Write: Summarize one argument from this reading using discipline-specific vocabulary where possible. Explain why this argument appeals to/interests you.

Reminder: Data doesn’t speak by itself; data is created to say certain things.
Discuss types of data produced in social sciences, methodologies.
Reading Tool: Chunking Texts without Subheadings
Use “Shredding the Retirement Contract”
Goal: To divide the text into smaller, manageable sections that fit together
Read aloud last sentence of ¶, followed by first sentence of next ¶
In each instance, decide whether the writer is taking a “new” step
The places where you find new steps are placed to break a text into chunks
What this makes possible
  Reading with a sense of overall structure
  Dividing reading into units that you find appropriate in length/topic
  Giving you time to summarize/clarify
  Giving you time to reflect at key points within the reading

Take a few moment to list what you’ve learned about
  The forms/expectations of academic writing in the social sciences

Point out additional material in reader
  excerpt from Underground America

End day with 20 minutes analytical reading and follow-up (45 min. total)
15 minutes writing (sentence starters inside front cover of reading)
10 minutes discussion: best things I read/wrote/thought/realized today,
  how can I connect these to previous days’ activities/ideas?

Before Students Leave
Tell students they can stay to continue discussions or to ask questions
  “office hours” as appropriate

After students leave
15-min. Google Hangout w/advising staff
**Day 7, 8/16** (Take breaks when appropriate. If you had to cut material yesterday, you can insert it today if time allows.)

Focus Readings: Climate-driven regime shift of a temperate marine ecosystem  
Wernberg et al
  “Research Hints at Promise and Difficulty of Helping People with A.D.H.D. Learn,” Benedict Carey
  “Better Ways to Learn,” Tara Parker-Payne
  “Misleading Graphs and Statistics”

Themes: defining physical and natural sciences, “rules” of academic prose in the physical and natural sciences

**Reading Tool: Understanding Natural and Physical Science Genres**

As a class, brainstorm existing knowledge on
  Habits of mind in the natural and physical sciences
  Genres of the natural and physical sciences
  How natural scientists “talk” to one another
  How natural scientists might “talk” to other disciplines
  What a “fact” may be in different disciplines

As a class, preview Parker-Payne or Carey article
  Where is this from?  
  Who are the likely readers?  
  What rules of form might writers be following?

As a class, preview Wernberg et al
  Where is this from?  
  Who are the likely readers?  
  What rules of form might writers be following?

In pairs, do a metacognitive read-aloud of the first few ¶s of the NYTimes piece  
Next, do a metacognitive reading of the abstract from the piece from Science  
Discuss how their reading experiences will differed between these two pieces  
Discuss strategies they’ve developed thus far that would be most helpful with each type of reading

**Reading Tool: Discipline-Specific Vocabulary**

Assign small groups to sections (or ¶s) of Wernberg article  
Read looking specifically for unfamiliar vocabulary  
Create word list on poster paper  
Do you think this is a term specific to the topic area or more general vocabulary?  
Writ out the best definition your group can suggest for each w/out dictionary  
Are you satisfied with this definition? Will it let you keep reading?
If yes, move on
If no, which strategy (strategies) do you want to use?

Note: If you feel silenced by expert voices and can’t respond start by restating their claims in language that is your own.

Quick-Write: Summarize one argument from this reading using discipline-specific vocabulary where possible. Explain why this argument appeals to/interests you.

**End day with 20 minutes analytical reading and follow-up (45 min. total)**
15 minutes writing (sentence starters inside front cover of reading)
10 minutes discussion: best things I read/wrote/thought/realized today, how can I connect these to previous days’ activities/ideas?

**Before Students Leave**
Tell students they can stay to continue discussions or to ask questions “office hours” as appropriate

**After students leave**
15-min. Google Hangout w/advising staff
Day 8, 8/17 (Take breaks when appropriate. If you had to cut material yesterday, you can insert it today if time allows.)

Focus Readings: multiple pieces on Free College Tuition
Themes: examining multiple viewpoints, putting texts in conversation with one another, the quality of attention that makes writing more productive, dispersed v. focused attention

Reading Tool: “I-Search”
Quick-Write: How do you feel about the cost of college? What do you think you may have to do to cover the costs of college? What impact will this have on your life at college? On your life during breaks when you are away from college? What have you heard about arguments (by politicians or others) for tuition-free public colleges? What benefits could this free tuition have? What drawbacks? (Let students know you will be sharing this with José and the advising team.)

Reading Tool: Making Texts Converse with Each Other
Reading Tool: The Believing Game
Note that note-taking is key to putting authors in conversation with one another
Divide class into six groups, giving each group one of the readings
Ask each group to play the “Believing Game”
   Read article looking for key points and support
   Try to temporarily embrace the author’s stance, even if you disagree
Give every student a sheet of poster paper
In groups, students should outline reading, focusing on the author’s perspective
Each student should be writing group outline on his/her own poster

Reading Tool: Jigsaw
Reorganize groups so each one has 4± students who worked on different articles
Have students present the perspective of their article’s writer
Next have one student say “My main point is...” speaking as writer
All other group members respond speaking as their authors
   • “I agree with you because...”
   • “I disagree with you because...”
   • “I both agree and disagree because...”
Repeat until each student has stated “My main point...” and received responses

Quick-Write One: Choose the perspective of one writer and write what s/he might say to try to change the views of one of the other writers. Have two specific writers in mind as you do this.

Quick-Write Two: Help at least three of the writers see a viewpoint they could share and support together
Quick-Write Three: Be yourself, not an author. What are your thoughts about tuition-free college now?

Discuss how students’ ideas may have changed over reading/writing process
Their voice and position may change as they participate in conversations—
this is not a weakness
Discuss “qualities of attention” as experienced in class today
Differences between dispersed and focused
Connect to time-based nature of writing, which happens over a consistent, extended period of time.

Point out “Education with a Debt Sentence: For-Profit Colleges as American Dream Crushers and Factories of Debt” for further reading
Briefly address differences among public, private, and for-profit colleges for context

**End day with 20 minutes analytical reading and follow-up (45 min. total)**
15 minutes writing (sentence starters inside front cover of reading)
10 minutes discussion: best things I read/wrote/thought/realized today,
how can I connect these to previous days’ activities/ideas?

**Before Students Leave**
Collect quick-writes that will be sent on to José (these will be returned tomorrow)
Tell students they can stay to continue discussions or to ask questions
“office hours” as appropriate

**After students leave**
Scan quick writes in italics and email to José Flores
15-min. Google Hangout w/advising staff
Day 9, 8/18 (Take breaks when appropriate. If you had to cut material yesterday, you can insert it today if time allows.)

Focus Readings: Martin Berger, "Race, Visuality, and History"; also excerpts from Art of Engagement (select from this to meet your class’s interests/needs)
Themes: Reading a wordless text
Themes:

Reading Tool: How to Read an Image
Briefly review metacognitive strategies (see days 1 and 2)
Show class photo from Berger article (have separate copies, don’t move to text yet)
As a group, brainstorm inferences/information you can draw from this photo
What is the situation? Who are the people involved? When/why did this happen?
Remind them that they can apply ideas/info from “Letter from Birmingham Jail”
Take notes on board
Faculty: “read” aloud one area of the picture, use metacognitive symbols if helpful
Class: in pairs continue this reading aloud, looking at small parts of the image

As a group, read and briefly discuss ¶s 1 and 2 of Berger for context
Break class into four groups, giving each group two ¶s of remainder
Groups prepare posters: What key claim(s) does Berger make about the image and the events in each ¶? For each claim, what part of the picture does he cite? What outside information does he cite?
Share with class

Returning to groups, give each group one picture from Art of Engagement
Give groups 15± minutes to “read” picture, preparing poster as above
Present posters to class
Quick-Write: Individually try to explain and provide evidence for your group’s reading of its picture.

Additional Issues for Discussion
Number of images we’re exposed to daily
How we choose which images get our sustained attention

Point out “Two Ways a Woman Can Get Hurt” in reader
[images of women in advertising]

40-60 minutes for students to meet with writing assistants about follow-up program, logistics, Google Hangouts set-up, and initial discussion.

End day with 20 minutes analytical reading and follow-up (45 min. total)
15 minutes writing (sentence starters inside front cover of reading)
10 minutes discussion: best things I read/wrote/thought/realized today, how can I connect these to previous days’ activities/ideas?
Before Students Leave
Tell students they can stay to continue discussions or to ask questions “office hours” as appropriate

After students leave
15-min. Google Hangout w/advising staff
**Day 10, 8/19** (Take breaks when appropriate.)

Two-Hour AWPE
Closing Activity

**After students leave**
Scan AWPEs and email to José Flores
Email AWPEs to Sarah-Hope
15-min. Google Hangout w/advising staff