

## READING, ASKING QUESTIONS, WORKING IN GROUPS

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## CLASS PROJECT

THEORY OF TRAGEDY

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## CLASS PROJECT: THEORY OF TRAGEDY

- READ two (2) of the texts on the list posted on the "Readings and Assignments" page of the blog;
- NOTES: provide for your group:
  - Article MAP: 1-page outline or summary of the text showing its main movements and key points;
  - A list of DEFINITIONS and KEY CONCEPTS;
  - 3-5 QUOTATIONS
- SYNTHESIZE the materials as a group and SELECT 5 or 6 KEY CONCEPTS;
- WRITE these and relevant information on the flip chart paper. Be sure to IDENTIFY YOUR SOURCES;
- QUESTIONS: include any outstanding questions that the class can answer.

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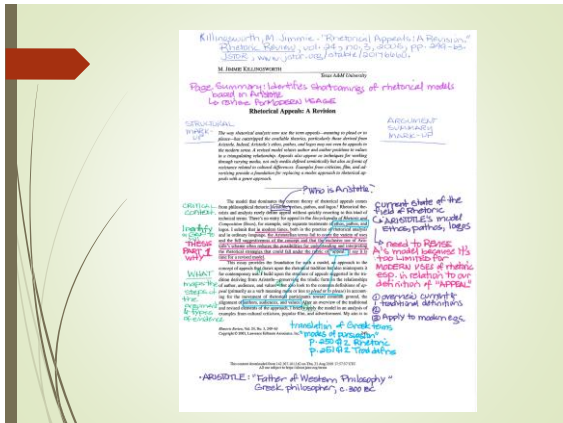
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## PART ONE: LEARNING OUTCOMES

- IDENTIFY key concepts, terms, and the THESIS;
- CHOOSE the most illuminating elements and examples;
- MAP the logic and structure of an argument;
- IDENTIFY the most relevant and important information;
- SUMMARIZE cogently;
- CONTRIBUTE to the work of the class;
- SYNTHESIZE information;
- ARTICULATE a theory.

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You may include in your notes some or all of the following:

- The THESIS: "X argues....";
- A description of the type of evidence used;
- A KEY EXAMPLE that pithily illustrates the thesis;
- A note about any specific DEBATES or particular scholarly schools or methodologies featured in the article;
- Any outstanding QUESTIONS raised by the article.

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## Resources:

- Article Map Assignment for ENGL 211:

<https://engl211.opened.ca/wp-content/uploads/sites/829/2019/08/ENGL-211-ARTICLE-MAP-description-and-criteria.pdf>

- Sample article mark-up:

<https://engl211.opened.ca/wp-content/uploads/sites/829/2019/09/article-mark-up-segment.pdf>

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## ASKING QUESTIONS

WHAT and SO WHAT

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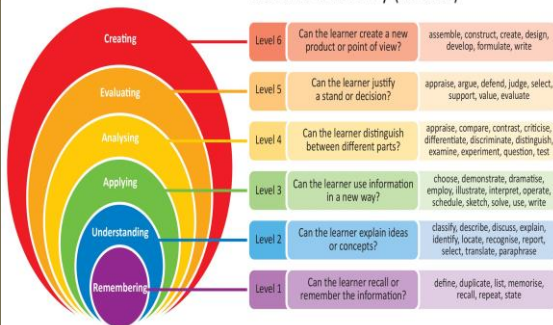
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## Bloom's taxonomy (revised)




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## WHAT and SO WHAT

ALL HAT AND NO CATTLE!

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## The Cattle: WHAT

- An **OBSERVATION**;
- a **DESCRIPTION** of a pattern that we've observed in imagery, theme, figurative language, form, context etc.

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## The Hat: SO WHAT

- A statement that tells our reader **what is important** about our observation, how that observation illuminates the text on a more general level;
- A statement that explains a **relationship between** elements/patterns etc. in a text.

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## The Roundup: EVIDENCE

- To move from a SO WHAT (an overall impression or reading of a text or a theme within a text) to **support** of that reading by **details and patterns** in the text.
- Without EVIDENCE, your thesis will remain at the level of OPINION, not ANALYSIS.

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## STRUCTURING A QUESTION

The CHORUS compares Faustus to Icarus (1.21-22).

**WHAT:** With reference to Faustus's opening speech, discuss the idea of the OVER-REACHER. Consider:

- What limits Faustus may be over-reaching;
- the other mythical over-reacher, PROMETHEUS, who was punished for stealing fire from the gods.

**SO WHAT:** What is the relationship between the concept of the over-reacher and the values associated with HUMANISM?

- **WHAT QUESTION:**
  - Establishes a baseline of shared understanding;
  - Focuses attention on the DETAILS of the text;
  - Provides a STARTING POINT
- **SO WHAT QUESTION:**
  - Connects observations to larger themes, contexts or concerns;
  - Helps the group to "aim" their discussion and to keep on track.

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## RESOURCES

- TIP SHEETS:  
<http://blogs.unbc.ca/dicksonl/downloadables/>
- Bloom's Taxonomy Questions flip books

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## GROUP WORK

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## FOUNDATIONAL CONSIDERATIONS

- The group is a HORIZONTAL NETWORK defined by COMPLEMENTARY FUNCTIONS (Parker J. Palmer);
- Everyone must have the opportunity to be "HEARD" and to contribute to the work of the group;
- There are DIVERSE MODES of contribution;
- Not all contributions must be VERBAL or SYNCHRONOUS;
- The work of the group is PUBLIC and intended to be SHARED;
- The group needs to operate according to the CLASS VALUES determined at the start of the course.

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## RESOURCES

- GROUP WORK FUNCTIONS CARDS;
- TIP SHEET: Peer Review and Feedback:  
<http://blogs.unbc.ca/dickson/files/2010/11/PEER-REVIEW-AND-GIVING-FEEDBACK.pdf>

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