

## DOING THINKING

### Agenda Week 3, 2nd class: Saturday, October 16

#### *Assignments due this class*

- Read *The Mind at Work: Valuing the Intelligence of the American Worker*
  - “Introduction”, pp. xi to xxxii; do notes using 8 elements.
  - Read chapter 4, “A Vocabulary of Carpentry”, pp. 67-99, noticing how Rose uses carpentry as a case study. Write some notes on the general points he makes. Choose a paragraph that you think is a particularly effective example of integrating the telling of one’s work experience with analysis. Examine Rose’s writing “moves”: what do you notice, what is especially effective. Write some notes.
  - Choose one other chapter to read, either 2, 3 or 5. What does Rose draw from this account of work? Any new insights?
- Read the chapter on the chisel in *Tools of the Trade* in the context of your experience in tonight’s class. Base a journal entry on your insights.

#### *Agenda overview*

- Meeting with students (begin around 11:45 pm)

#### *Japanese Saw Horse Project* (deadline 1:00 pm)

- Complete “essential elements” section of project sheet before beginning production/construction
- Reserve time to complete “analysis of process” in organizing your work

#### *Roundabout*

Sawhorse viewing  
Clean-up

#### *Seminar* (1:30 pm)

- Guiding question: What is the relationship between thinking and doing, between the work of the mind and the work of the hand?
- Summarize highlights from seminar on sheet provided
- Plenary of whole: reporting out
- Individual reflections (hand in)

#### *Work groups: Carpentry as a Case Study* (2:30 pm)

#### *Assignments for next class*

#### *Adjourn*

#### *Assignments for next class (Monday, October 18)*

- Read *The Mind at Work: Valuing the Intelligence of the American Work*, “Two Lives: A Welder and a Foreman” and “Rethinking Hand and Brain”
- Do summary notes and select a passage for Monday’s seminar