

## DOING THINKING

### Agenda Week 5, 1st class: January 31, 2011

#### *Assignments due this class*

- Update your profile on the moodle to include a brief description of your IP
- Read *Knowledge as Design*, pp. xiii-34; summary notes on *purpose, question, key concepts*
- Read *Analytic Thinking*, pp.12-13, 8-9, 42-43 (apply when writing notes, IP draft)
- Reading for IP
- First rough draft of IP writing due (This draft should **not** take the form of an essay; instead, work on pieces of writing—write a very clear account “what you want to figure out”(issue/question) in relation to your proposed area of inquiry or project. Do mini-summaries of the reading you have done using guidelines from the handout “Coming to Terms” from Harris’s book, *Rewriting*)

#### *Agenda overview*

- Housekeeping: check-in on work, use of moodle, note on IP format(s)
- Tonight’s focus: Further develop and refine critical sections of your Independent Project through the practice of peer review using sections from *Analytic Thinking*
- Begin our collective inquiry re: *Knowledge as Design*
- Brief check-in on Japanese Tea Garden Project work

#### *Freewriting*

#### *Check-in on Japanese Tea Garden Project*

#### *Independent Project (for students who brought written work to class)*

- *Question at issue or central problem*
  - *On own*: Re-read p. 43 and do a brief self-assessment on whether your question or what you are trying to figure out is “answerable,” i.e. what do you need to adequately answer the issue/question that you have named? (Take brief notes for future reference).
  - *Structured conversation with your small group*: Focus on one person’s work at a time (20 minutes per person) using the following protocol:
    - one person presents “what she/he wants to figure out” given their area of inquiry or project (other group members use ‘ladder of feedback’ to take notes beginning with “clarify” followed by value, concerns, suggest)
    - person presenting takes notes, probing to make sure classmates’ perspectives are well understood
    - presenter shares own insights regarding whether their question/issue is “answerable” (Repeat process)
- Plenary debriefing and individual self-reflection

#### *Knowledge by Design (“on hold”)*

- Use headings/subheadings to summarize the chapter
- Compare overall notes on purpose, question, key concepts

#### *Adjourn*

#### *Assignments for Saturday February 5 (we meet in the Arts Annex, wood workshop)*

- **Revised in class**: Be prepared to discuss *Knowledge as Design*, pp.xiii-34 and to hand-in your summary notes (see “box” at the beginning of this agenda). The pp. 35-63 reading assignment—along with summary notes for seminar discussion—will be due for on Monday, February 7.
  - Use pp. 32-33 section on “What You Can Do” as you work on your second IP draft (due Monday, February 7<sup>th</sup> class)
  - Reading for IP
- Complete Japanese Tea Garden Project benchmarks