Workshop 1: The Self—A Collage

**Table of Contents for this Packet**

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| **Instructor Notes** : These are brief descriptions of each day for Workshop 1. Please feel free to adapt/modify/change/disregard any of these to fit to your own teaching style/students. |  Pages 2—3  |
| **Cover Page**: This is what I hand out to students on the first day of the workshop.  | Page 4 |
| **Grading Rubric**: I also give this to students on the first day of the workshop so that they understand how they will be graded before they write anything. | Page 5 |
| **Activities**: I hand out the activity sheets as I go. I don’t give them to students in one big packet, because I don’t want them to work ahead. I give lots of directions and feedback as we move through the activities, so I don’t want students just guessing. | Pages 6—22  |
| **Checklist**: I give this to students a week before everything is due.  | Page 23 |
| **Sharing and Responding Worksheet**: Students fill this out and turn in on the due date. | Page 24 |

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L. Gumbrecht

**Workshop 1: The Self—A Collage (INSTRUCTOR NOTES)**

**Day One**

*The Day’s Guiding Question(s):*

* What is reading and writing?
* What does the reading/writing process look like for me personally?

Syllabus/Course Introduction/Intro to Canvas, etc. (45 minutes)

Activity 1: Freewriting (15 minutes prep and 10 minutes writing)

Reading: “First Thoughts” by Natalie Goldberg

Notes: Students read Goldberg, think/pair/share, then write on their own about absolutely anything.

Activity 2: Focused Freewriting (10 minutes)

Notes: Students write about someone who has influenced their writing (for good or bad).

**Day Two:**

*The Day’s Guiding Question(s):*

* What is reading and writing?
* What does the reading/writing process look like for me personally?

Activity 3: Mapping Group Activity (5 minutes prep plus 15 minutes in groups)

Notes: Discussion about how clustering or mapping works. Emphasize how relationships are represented. Then, students work in groups to map the word “writer”.

Activity 4: Reading Self-Assessment (20 minutes)

Reading: Excerpt from Proust and the Squid by Maryanne Wolf

Notes: Students read silently on their own and complete the activity. This can come at the end of class so that students can leave when they are done.

Activity 5: Private vs. Public Writing

Students write down their negative traits (not for sharing). Be honest. Then they write very positive traits for a bio – such as Match. Com. Again, this must be honest, but focus only the very positive. How do they compare? How did each make you feel?

*Guiding Question(s):*

* Who am I as a reader/writer/learner?

Activity 6: Intro to Reflective Writing. (10 minutes prep plus 15 minutes writing)

Reading: “On Self-Knowledge” by Kalil Gibran

Notes: This is a two part activity where students “watch” themselves read and write, and then reflect on that process of watching.

Homework: Activity 7: Letter to the Instructor (15 minutes)

Notes: Students will write a letter to the course instructor telling them anything that the instructor needs to know about them. Can be related to reading/writing/learning, can be personal, or both.

Activity 8: Collaborative Reading and Writing (30 minutes)

Reading: “Why You Are Already a Natural Learner: Growing Dendrites” by Janet Zadina

Notes: Students read the passage once silently, then discuss the reading in groups. They then write a collaborative paragraph based on the group’s response to the reading.

**Day Four:**

*Guiding Question(s):*

* How do I recall and respond to text?
* What steps will I take to complete the main assignment?

Prep for next class: (20 minutes)

Before students leave today, hand out the National Geographic article “Beautiful Brains” by David Dobbs. Provide vocab, context, and questions. Hand out Activity 10 for them to begin.

Activity 10: Reading and Responding to “Beautiful Brains” with Metacognative Reflection (I hour)

Notes: Students work through the parts of the activity individually and in groups. This is a guided activity, and each part should be discussed and worked through with the help of the instructor.

**Day** **Five:**

Activity 9: Invisible Writing (5 minutes prep plus 10 minutes writing)

Notes: Students complete this activity without watching themselves write. They can do this in the computer lab with the monitor turned off, or they can do it by closing their notebook over their writing hand. Students should write about how thinking, reading, and writing are connected.

Go over Main Assignment in Detail: (1 hour)

Notes: Talk about the Cover Letter, the Collage, and the Reflection. Show examples.

Give students time to start going back through their writing.

*Guiding Question(s):*

* What do I know about myself as a reader/writer/learner?

Sharing and Responding to Workshop 1 (90 minutes)

This class should be devoted to sharing and responding to each other’s work. Students should fill out the “Sharing and Responding” sheet before leaving class.

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| --- | --- | --- | --- | --- |
| **Date** | **I’m Down** | **Workshop** | **In Class** | **DUE Today** |
| Monday,Aug. 26 |  | **Begin** **Workshop 1** | ▪Course Intro and Syllabus ▪Expectations / Working agreement ▪Activities 1—2 | ▪Nothing |
| Wednesday Aug. 28 |  |  | ▪Activities 3-5 | ▪Purchase class materials▪Make sure you have a CMC email account |
| Monday,Sept. 2 | Labor Day |  |  |  |
| Wednesday, Sept.4 | Chapters 1 & 2(pgs 1—50) | Continue Workshop 1 | ▪Pre AssessmentActivities 8  | ▪Activity 7:  |
| Monday Sept. 9 | Chapters 3 & 4(pgs 51—94) | Continue Workshop 1 | ▪Activity 9▪Activity 6▪Activity 10▪Go over Main Assignment 1 | ▪Activity 10: Read “Beautiful Brains” by David Dobbs ▪Reading Journal for Chapters 3 & 4 |
| Wednesday, Sept. 11 |  | Sharing and Responding Workshop 1  | ▪Come prepared to share your work with your classmates. | ▪**Main Assignment 1**, complete with Cover Letter and Reflection (use the checklist to make sure you have all parts!) |

**Workshop Notes:**

* Reading and writing doesn’t have to be a struggle. Everyone can learn to become comfortable making meaning from written text as well as putting his or her own words and thoughts down on paper. Reading and writing are learned skills, just like playing the guitar or skiing.
* The best way to improve your reading and writing skills is to learn how to notice and reflect on what you (and your brain) are usually doing when you read and write. (The term for this is “metacognition” for those of you who like to impress your friends by using big words.)

**Main Assignment:**

1. Look back over all the Activities you’ve done so far and somehow mark (underline, highlight, etc) the passages that most accurately illustrate who you are as a reader/writer/student and how you read/write/learn. A passage might be 3 words. It might be a paragraph. It’s up to you.
2. Write a few more passages that best describe you and your reading/writing/learning. They may or may not relate to what you’ve already written. A few might be 3. It might be 7.
3. Arrange them in what seems to be the best order. Feel free to arrange by instinct or intuition.
4. Write an “opening” section and a “closing” section; however, they need not be a traditional “introduction” and “conclusion”.
5. Type your collage and copyedit it carefully.

**Main Assignment Hints:**

Students often struggle with the open-endedness of this assignment. They often say they “don’t know what I’m looking for”. I’m not looking for anything in particular. But that doesn’t mean there is “no wrong way” to do it. There definitely is a “right” way and a “wrong” way to do this assignment. If you are gaining insight about who you are as a reader/writer/student and how you read/write/learn, you are doing it “right”. If you are spending worrying about what you “should” do, or just throwing something together without any thought at all, you are doing it “wrong”. And pretending to be gaining insight or pretending to care when you are not or do not is most certainly doing it “wrong”. I have great respect for honesty.

Please don’t hesitate to ask if you have questions.

CRC092 Student Name

L. Gumbrecht

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This assignment dealt with discovering yourself as a reader/writer/student and how you best read/write/learn. This process was one of learning, and is not meant to be evaluated by a set of specific criteria. If you completed this process, you will receive all the possible points. If you only partially completed this process, you will receive partial points. It is important to realize that the points are not an indication of the quality of the work itself. For those of you who took the assignment seriously, this process will pay off throughout the semester. My NOTES are simply my reaction to what I was reading—they are not meant to be judgmental or evaluative.

|  |  |
| --- | --- |
| **Activities 1—10**(00 out of 100 points) | Complete? |
| Y | N |
| NOTES: * comment
 | √ |  |
| **Cover Letter** (00 out of 10 points) | Y | N |
| NOTES: * comment
 |  |  |
| **Collage** (00 out of 30 points) | Y | N |
| NOTES: * comment
 |  |  |
| **Reflection**(00 out of 10 points) | Y | N |
| NOTES: * comment
 |  |  |

GRADE: 00/100 X

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**Activity 1: Free-write**

Free writing allow you to focus on what you are thinking rather than how you are writing. It allows you to get your thoughts from your head to your paper and to overcome “writer’s block”.

*Directions: Recall the words of Natalie Goldberg as you write. Remember, NO stopping. NO editing. NO re-reading. NO judging. Just write whatever comes. Remember, this is private writing. You will not share this writing with other students. Write for 10 minutes on NO topic. Just let your mind go.*

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“The aim is to burn through . . . to the place where you are writing what your mind actually sees and feels,

not what it *thinks* it should see or feel.” --Natalie Goldberg

CRC092

Gumbrecht/ J le Roux

Workshop 1: The Self—A Collage

**Activity 2: Focused Free-write**

*This differs from the free-write in that you are given a specific topic to write about, but eh rules are the same.*

*Directions: Write about a person who has influenced your writing, for better or for worse. It could be a teacher, a parent, a friend, a tutor, anyone. Try and bring yourself back to that moment—that specific interaction. Write what comes. If you find yourself drifting from the focus, simply take a deep breath, re-focus, and keep writing. (But better to keep writing something unfocused than to stop writing altogether! You will not have to share with classmates if you choose not to.*

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“Sit down with the least expectation of yourself; say, ‘I am free to write the worst junk in the world.’” –Natalie Goldberg

CRC092

L. Gumbrecht

Workshop 1: The Self—A Collage

**Activity 3: Mapping Group Activity**

*Directions: Find two other people to work with. The person with the longest hair is the note-taker. Using the mapping format that we just discussed, create a relationship map using the word “writer” as your starting point. Be prepared to explain your relationships.*

WRITER

“All our words are but crumbs that fall down from the feast of the mind.” Kahlil Gibran

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**Activity 4: Reading Assessment**

*Directions: Read “Reading Lessons from Proust and the Squid” by Maryanne Wolf. Then, answer the following questions as thoroughly, thoughtfully, and honestly as you can. This is private writing.*

*Part One: The following 5 questions have to do with your reading process and the reading environment. You do NOT have to answer in complete sentences. Feel free to use lists, bullet points, or other short formats as needed.*

1. Where do you normally go to read? Your room? Outside? A coffee shop? How did being in the classroom affect your ability to concentrate on Wolf’s piece?
2. Describe the process of how you read the excerpt by Wolf. For example, did you start by automatically flipping through the reading to see how many pages there are? Did you ever have to read any parts twice? Did you ever lose your place and have to re-focus? Etc.
3. When do you normally read? Explain how the time of day helped or hindered your ability to concentrate on Wolf’s piece.
4. List any external distractions that pulled you away from Wolf’s piece. (External distractions are those you can’t control, like sounds coming from the hallway, someone tapping their foot, etc.)
5. List any internal distractions that pulled you away from Wolf’s piece. (Internal distractions are those that come from within you, like feeling hungry, or being worried about a friend, etc.)

*Part Two: Questions 6—10 have to do with your understanding of the material in Wolf’s piece. Please answer questions 8—10 in complete sentences.*

1. Rate your understanding of Wolf’s piece on a scale from 1—10.

(didn’t get it at all ) 1 2 3 4 5 6 7 8 9 10 (understand everything)

1. Explain your answer in #6.
2. Explain why Wolf begins this chapter with the sentence, “We were never born to read.”
3. What does the term “open architecture” (pg. 5) refer to?
4. Why does author Joseph Epstein think that “we are what we read”?

“Dyslexia is our best, most visible evidence that the brain was never wired to read. “ –Maryanne Wolf

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J le Roux

**Activity 5: Private Writing: Who am I …really?**

**Part A**: This is a completely private piece of writing that you will not share with anyone; in fact, you will destroy this at the end of the activity. Start by being brutally honest. Write down all your negative traits. Think of everything you know about yourself that you don’t love or like or that you really dislike. Think about your character, your personality, your bad habits and things about yourself that you just don’t like. When you have finished, turn your paper over and wait for directions. You will NOT be sharing this with anyone. Use your own paper for this one.

**Part B:** This piece can be shared if you choose, but you won’t have to. It can be difficulty to brag, but for this piece, don’t be shy to tell us what is so great about you. Write a short biography for Match.com. Make it honest, but be bold about your good traits. How do you want others to see you? What do you have to offer?

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**Part C: Reflection:**

Was it easier to write about your positive or your negative traits? Why? Where you completely honest, or did you still hold back a little? If you did hold back, why do you think you did? Do you think you could work on ridding yourself of some of what you don’t love about yourself? Was the activity helpful? Which did you enjoy the most?

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“How do I know what I think until I see what I say?” –E.M. Forster

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**Activity 6: Introduction to Reflective Writing**

*Directions: You are going to practice “watching” yourself read and write. This is not easy. You will feel weird, and you will be confused. Don’t worry. That happens to everyone when they begin this practice. Just be willing to see what happens. This is private writing.*

*Part One: Read the poem “On Self-Knowledge” by Kahlil Gibran. Pay attention to what your mind does as you read. Do you feel focused? Distracted? Do you feel your thoughts drifting? To what? Do you like this piece? Do you feel confused? Is your stomach growling? As you read, pay as much attention as possible to what is happening in your mind and body while you read. After you read, write down what you “saw” as you “watched” yourself read:*

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*Part Two: What does Gibran’s poem mean to you? Write about your own interpretation of “On Self-Knowledge”. Remember to pay attention to what your mind and body do as you write.*

To me, Gibran’s poem “On Self-Knowledge” means . . .\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Part Three: Think back to what you “saw” when you were “watching” yourself write the interpretation of Gibran’s piece. Did you feel confident? Or Confused? Was it easy to get started? Or was it a little difficult? What was your body doing? Were you tense and hunched? Or relaxed and mellow? Write about what you “saw” when you “watched” yourself write.*

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"The first draft of anything is shit." –Ernest Hemingway

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Workshop 1: The Self—A Collage

**Activity 7: Letter to Jen**

*Directions: Write a letter to me explaining anything she ought to know about you that might help me help you. This could be related to what you need to be successful in class. It could be related to reading, writing, and learning, or not. This could be about your past experiences in English classes or not. It could be about any of our previous activities, or not. Please add what you can contribute to this learning community. Please use letter format.*

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"Words are all we have." –Samuel Beckett

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Workshop 1: The Self—A Collage

**Activity 8: Collaborative Reading and Writing**

*Directions: Make a group with two other people. Then complete the following four steps.*

*Step One: Before you Read*

*(The person with the shortest first name writes.)*

*Jot down what your group knows about what happens in our brains when we read.*

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*Step Two: Individual Reading*

*On your own, read “Why You Are Already a Natural Leaner: Growing Dendrites” by Janet Zadina. As you read, mark any passages you would like to discuss with your group. Sit quietly until all members of your group are finished reading.*

*Step Three: Group Discussion*

*(The writer in Step One should pass this paper to the person to his or her left.)*

*Share your marks with your group. What is important about this reading? Do you see any parallels to the reading by Maryanne Wolf that we did last week?*

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*Step Four: Group Writing*

*(The writer in Step Three should pass this paper to the person to his or her left.)*

*As a group, compose one developed paragraph that explains how and why the brain changes when we learn.*

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“Every man can, if he so desires, become the sculptor of his own brain.” ― [Santiago Ramón y Cajal](http://www.goodreads.com/author/show/415443.Santiago_Ram_n_y_Cajal)

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Gumbrecht / le Roux

Workshop 1: The Self—A Collage

**Activity 9: Invisible Writing**

*Part One: On a computer – turn off the screen so that it is blank and you cannot see what you are writing. Type for 10 minutes about how you are beginning to see the connection between reader, writer, learner, and self. Save your work and print it.*

*Part Two: What was it like to write without being able to see? What might this tell you about additional connections between thinking, reading, and writing?*

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“You learn best by reading a lot and writing a lot, and the most valuable lessons of all

are the ones you teach yourself.” ― [Stephen King](http://www.goodreads.com/author/show/3389.Stephen_King)

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L. Gumbrecht

Workshop 1: The Self—A Collage

**Activity 10: Reading and responding to “Beautiful Brains” by David Dobbs**

*Step One: Read “Beautiful Brains” by David Dobbs with a pencil in hand. As you read, circle any words you don’t know. While you are reading, mark all the places that seem to speak to the following questions:*

* + *What happens in the brain between the years of 12—25?*
	+ *What does evolutionary theory have to do with the development of the teenage brain?*
	+ *Why does peer pressure play such a big role when it comes to teens taking risks?*

*Step Two: How do you react to Dobbs’ piece? How, specifically, does Dobbs’ theory fit with your own experiences?* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Step Three: Find a partner. Discuss the three questions that are bulleted in Step One. Please refer to the text while during your discussion.*

*Step Four: Using your own words, summarize Dobbs’ ideas so that they would be understandable to a 13-year-old.*

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*Step Five: Reflect back on Steps One and Two. What was your process of reading, annotating, and writing like? What was going on in your mind and body? Pretend that you could watch a video of yourself thinking, reading, marking the text, and writing your response. What would you see? Recall this process in as much detail as possible.*

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*Step Six: Reflect back on Steps Three and Four. How did discussing Dobbs’ piece with a partner and in class change the way you interpreted the text? Comment on how your understanding changed as you discussed and summarized in Steps Three and Four.*

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 “If you do what you've always done, you'll get what you've always gotten.” –Tony Robbins

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L. Gumbrecht

Checklist for Workshop 1: The Self—A Collage

* Cover Letter (typed and edited)
* Collage (typed and edited)
* Activities (colored sheets)
	+ Activity 1: Freewriting on Anything
	+ Activity 2: Focused Freewriting
	+ Activity 3: Mapping Group Activity (or photocopy)
	+ Activity 4: Reading Assessment
	+ Activity 5: Snapshot (this was HW)
	+ Activity 6: Intro to Reflective Writing
	+ Activity 7: Letter to Leslie
	+ Activity 8: Collaborative Reading and Writing (or photocopy)
	+ Activity 9: Invisible Writing
	+ Activity 10: Reading and Responding to “Beautiful Brains” (Steps 1 and 2 were HW)
* Reflection on Workshop 1 (typed and edited)
	+ - What did you notice when you tried to “watch” yourself read and write?
		- Did you notice any difference in the way you wrote when you knew you would have to share your words?
		- Which Activities did you connect with the most? Which the least?
		- How does collaboration play a role in your own learning process?

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Workshop 1: The Self—A Collage

**Sharing and Responding (Sharing, No Response)**

Guidelines for the Writer:

1. Take a moment to look at your listeners before you begin to read. Relax, smile, and breathe. Say a few introductory words if you’d like.
2. Read your piece out loud slowly and clearly. **Own your writing**. Read it with authority even if you don’t feel satisfied with it. Concentrate on the meaning of what you’re reading. Try not to worry about whether listeners like it. If there is something in your piece that you are not comfortable sharing, simply skip over that passage when you are reading. Don’t tell your group you are skipping; try and make your reading seamless.
3. Do not let your listeners give you any feedback. If they try to offer any encouragement, advice, or constructive criticism, kindly remind them that their only job is to listen.

Guidelines for Listeners:

1. Ground yourself in the present moment and really listen to what the writer is saying. Try to give him or her your complete attention. If you feel yourself drifting or getting distracted, take a breath and re-focus on the writer’s words.
2. If the writer is mumbling or reading too fast, kindly interrupt him or her and ask for a slower or clearer read.
3. When the writer has finished his or her piece, smile and thank them for reading. Do not provide feedback to the writer’s piece in any way. Even a “nice job” provides feedback. Stick to a simple “thank you.”

Reflection (to be completed once all group members have shared):

What was it like reading your piece out loud to your group? Were you excited to share your writing? Nervous? How did reading out loud change your perspective on your piece? Are there things about your piece that you see now that you didn’t see prior to reading out loud? What was it like to share simply for the sake of sharing? How did it feel to not get any feedback of any kind? Jot your reflection here:

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