

GUIDED PRACTICE

Class: 123B

Date assigned: Thursday (for TTH class)

Date due: following Tuesday

Time estimate to complete this assignment: 1 hour

Overview/Introduction

This lesson is designed to encourage students to slow down in their reading, playing close attention to a single, short passage from the text in order to carefully consider how the author's choices with words, style, figurative language, structure, etc., contribute to the overall meaning of the text. We care because this kind of close attention to detail is critical in developing analytical responses to and critiques of the text, in this case a novel, but the skill is transferable to all types of texts, including spoken. This lesson therefore encourages critical thinking that uses textual evidence to support an argument, a skill that also transfers beyond the English classroom. For this course specifically, however, this skill will be the one on which they are assessed for the first summative writing assignment, their close reading analysis paper, so this assignment will build toward that goal

Learning Objectives

Basic objectives

students will be able to:

LO1: Describe the steps to conduct a close reading of a section of text.

LO2: Identify words, phrases, and other elements of style and form that may be of significance

LO3: Identify relevant contextual/historical details that may be significant in the production of the text.

LO4: Interpret possible significance of selected textual and contextual details by explaining how each contributes to an understanding of the meaning of the text.

Advanced objectives

students will be able to:

LO5: Analyze the significance of the selected passage to the overall meaning of the text.

LO6: Construct an argument in the form of a thesis statement about the larger meaning of the text using textual and contextual evidence from specific passages for support

LO7: Write a thesis-driven blog post focusing on close reading of passages of the text to construct an argument about the meaning of the text overall.

Preparatory Activities and Resources:

(Students are used to completing blog posts each week in relation to their reading, this week's instructions for the post are below)

For this blog post, please complete a Close Reading using the steps from the CRIT tool from UT Austin. To prepare, please watch the brief instructional video:

<https://www.youtube.com/watch?v=cdZH3EkjgdY>

Once you have watched the video and understand the steps in the process, please complete the first four steps (Paraphrase, Observe, Contextualize, Analyze) of the handout available at:

<https://laits.utexas.edu/crit/handout.pdf>

on a short passage (5-10 lines) that stood out to you from our reading of *Nervous Conditions*:

- 1) Paraphrase the passage
- 2) Observe details (list of 5-8),
- 3) Note possible contextual details (2-3),
- 4) Produce 4 analysis sentences (they could be more than one sentence each, but no more than 2).

I will respond individually with feedback to each of your blogs and we will review these steps as well as the move from analysis to argument and reflection in class on Tuesday

Further instruction:

* <http://www.criticalreaderstoolkit.org/p/blog-page.html> This is a great site with additional instructional videos on close reading and active reading strategies for particular themes or with particular tools such as historical context, race relations, the Oxford English Dictionary

*<https://www.bucks.edu/media/bcccmedialibrary/tutoring/documents/writingareahandoutrevision/literature/Close-Reading.pdf> This is a useful handout on the types of details that work well for analytical claims and explains how to move from what you notice to an argument about meaning.

Models of close reading:

* <http://twain.lib.virginia.edu/07twain/closereadexs.html>

Exercises: Please complete by Tuesday before Class.

In lieu of our typical blog post, please complete steps 1-4 on the CRIT handout: <https://laits.utexas.edu/crit/handout.pdf> on a passage of your choice from *Nervous Conditions*.

- First, indicate the page number the passage starts on and the first sentence of the passage you have selected as well as where it ends.
- Next, complete the four steps (Paraphrase through Analysis)

Questions?

As always, should you run into any issues or should any questions arise, please don't hesitate to email me via Canvas or SJSU email, or make an appointment either in person or via Zoom for office hours.

ADVANCED PRACTICE

Class: 123B

Date assigned: Tuesday (for T*TH class)

Date due: following Tuesday

Time estimate to complete this assignment: 2 hours

Learning Objectives

Advanced objectives

LO5: Analyze the significance of the selected passage to the overall meaning of the text.

LO6: Construct an argument in the form of a thesis statement about the larger meaning of the text using textual and contextual evidence from specific passages for support

LO7: Write a thesis-driven blog post focusing on close reading of passages of the text to construct an argument about the meaning of the text overall.

Activities & deliverables

Blog Post Assignment (500 words)

Before writing your post, choose a brief passage or set of related quotations to analyze: about a paragraph or two of text. To pre-write your post, go through the following steps the close reading interpretive tool worksheet we reviewed and completed together in class:

- 1) *Summarize/Paraphrase*: State the basic content of the passage/set of quotes in your own words. For example, “In this passage, the narrator explains the mercurial nature of Anwar’s moods, the outcome of which is that Najwa does not feel safe with him, feeling as though, much as she would like to avoid quarelling with him, she cannot avoid it, and that she cannot win these arguments even if she is right and her explanations are truthful.”
- 2) *Observe*: Look closely at the formal features of your passage, listing every one you notice. “Formal features” are choices that the author made when composing the passage. Identify the author’s use of literary devices, such as allusion, repetition, and metaphor. In addition, note words that seem unusual or surprising. What word would you expect instead? What is the effect created by the unusual word that the expected word would not convey? What details are included for emphasis, or which reveal implicit meanings about the characters or events?
- 3) *Analyze*: Select 4-5 of the features you observed in step 2. For each literary device, image, or unusual word, write a detailed analysis of why it is significant. Why do you think Aboulela chose to include these particular images? What do the details you’ve observed reveal about the ideas and themes that Aboulela explores? Be as specific as possible at this stage; for instance, rather than saying “Aboulela uses this metaphor to convey her views on the relationship between Najwa and Anwar,” specify what those views are.

4) *Argue*: Based on your observations and analysis in Steps 2 and 3, make a claim about the significance of this passage to the work as a whole. What do the author's decisions in this specific passage/set of quotations help us to understand about the larger themes and concerns of their work, such as religion and freedom, diaspora and identity, the intersections of class, race, and religion, the impact of education, etc?

Once you have your prewriting completed and have the argument you will make as well as the textual evidence and analysis you will use, you are ready to write the blog post. Please organize the post following the recommendations below:

First Paragraph: Indicate which passage; set of quotes you're analyzing, and briefly summarize its/their basic contents. Next, state your **thesis**: the argument you developed in step 4 of the pre-writing process (see the back side of this prompt). Your thesis should make a claim about why this passage is significant: what does it show us about a larger theme or message in the text? In addition to stating *what* you think the passage means, your thesis should explain *how* the author creates that meaning. This means that your thesis should list which features of the text you'll be discussing in your paper. Your thesis can be multiple sentences long, and you are welcome to use "I," as in "I argue that this passage is significant because...".

Body paragraphs: Organize your body paragraphs using the features you identified in steps 2 and 3 of the pre-writing process: specific details that convey the passage's meaning. For example, you might have one paragraph on repetition, one on metaphors, and one on the author's use of one or two unusual words. You don't need to discuss *all* of the literary devices and unusual words you noticed in steps 2 and 3; just focus on those that are most relevant to your thesis.

Conclusion: Make sure to include a conclusion (because this is a shorter piece, feel free to include a few sentences of conclusion rather than a full paragraph but it needs to wrap up clearly in any case). One way to think about this is to zoom out from the close reading to connect your analysis or argument to the text as a whole, or to indicate why your reading/analysis is important in considering the text. The conclusion, in many ways is an attempt to remind the reader of the significance of what you've just argued or the "so what" of the argument.

Resources:

* <https://laits.utexas.edu/crit/handout.pdf> Steps for close reading we have been using in class, with detailed instructions.

* <http://www.criticalreaderstoolkit.org/p/blog-page.html> This is a great site with additional instructional videos on close reading and active reading strategies for particular themes or with particular tools such as historical context, race relations, the Oxford English Dictionary

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Models of close reading:

* <http://twain.lib.virginia.edu/07twain/closereadexs.html>

Questions?

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Flipped IN-CLASS Lesson Plan Template- Workshopping it!

Topic or concept:

Close reading (towards an analytical close reading paper)

Basic objectives for preparatory work:

students will be able to:

LO1: Describe the steps to conduct a close reading of a section of text.

LO2: Identify words, phrases, and other elements of style and form that may be of significance

LO3: Identify relevant contextual/historical details that may be significant in the production of the text.

LO4: Interpret possible significance of selected textual and contextual details by explaining how each contributes to an understanding of the meaning of the text.

Advanced objectives for classwork & after class work:

LO5: Analyze the significance of the selected passage to the overall meaning of the text.

LO6: Construct an argument in the form of a thesis statement about the larger meaning of the text using textual and contextual evidence from specific passages for support

LO7: Write a thesis-driven blog post focusing on close reading of passages of the text to construct an argument about the meaning of the text overall.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	15 minutes	<p>Reflect/Discuss: students will be asked to reflect on the process assigned for their advance work of close reading and the steps they were asked to complete to get to some analytical claims. We will then discuss what benefits and frustrations, as well as any questions arose from the process.</p> <p>Rationale: This will give students a chance to think about</p>	Pen/paper/whiteboard to curate student responses.

		<p>the process and what works for them, and the teacher information about how the students are doing – it will also afford the opportunity to highlight the benefits and link between the activity and the outcome (paper assignment) and to clear up any confusion or answer questions.</p>	
<p>Middle of period</p>	<p>45 minutes</p>	<p>Group activity: close reading passages related to a specific character or theme. Groups will be asked to conduct the same steps as in the advanced work, however, the passages will be complex and selected by the teacher, and they will be required to come up not only with the analytical interpretations but a thesis statement about the meaning of the text based on their close reading of the passages. Time will be broken down as follows:</p> <ol style="list-style-type: none"> 1.) Instructions and getting into groups (3 minutes) 2.) Close reading step one: Identify 5-8 moments/words/phrases/elements of potential significance (10 minutes) 3.) Close reading step two: Identify 1-3 contextual (biographical or historical) details of possible significance (5 minutes) 4.) Analyze a few of the selected details from steps 2 and 3 and explain how each is significant to the meaning of the passage, and explain your interpretation. (10 minutes) 5.) Construct a thesis statement that presents an argument about the meaning of the text based on your interpretation of the passages. Thesis should be debatable and supported through your close reading. (7 minutes) 6.) Share out thesis statements as a full class; discuss, give feedback (10 minutes) <p>Rationale: Each step is timed in order to slow students down and encouraging them to pay attention to small details and how they work together to create meaning and not to jump ahead to make claims without sufficient</p>	<p>Handouts for each student with selected passages; highlighters/pens/pencils</p>

		evidence. Additionally, because the in-class activity revolves around a complex and challenging set of passages, the group format of the activity as well as the teacher circulating and working with groups will provide support for depth in analysis.	
End of period	15 minutes	<p>Teacher will review positive elements of thesis statements from groups and highlight how to avoid possible pitfalls. Blog post advanced practice work will be introduced and explained, and teacher will review a model blog post, highlighting expectations, including structure and balance of evidence and analysis.</p> <p>Rationale: The review and feedback on thesis statements is intended to clarify expectations and provide models to prepare students for their individual advanced practice.</p>	PPT

Flipped BEFORE CLASS Work Plan Template

Basic learning objectives	Activity and rationale	Instructions to students
<p>Students will be able to:</p> <p>LO1: Describe the steps to conduct a close reading of a section of text.</p> <p>LO2: Identify words, phrases, and other elements of style and form that may be of significance</p> <p>LO3: Identify relevant contextual/historical details that may be significant in the production of the text.</p> <p>LO4: Interpret possible significance of selected textual and contextual details, explaining how each contributes</p>	<p>Students will watch the following video:</p> <p>https://www.youtube.com/watch?v=cdZH3EkjgdY</p> <p>And use the following handout describing the steps to complete a close reading.</p> <p>https://laits.utexas.edu/crit/handout.pdf</p> <p>Before class, students will be asked to select a passage that stood out to them or seemed potentially significant or important from their reading and complete steps 1-4 of the</p>	<p>For this blog post, please complete a Close Reading using the steps from the CRIT tool from UT Austin. Include the first four steps of the handout for a passage that stands out to you in the reading of <i>Nervous Conditions</i>.</p> <p>To prepare, please watch the brief instructional video, and then use the handout as a guide for the steps (just 1-4) which you will respond to in the</p>

<p>to an understanding of the meaning of the text</p>	<p>handout.</p> <p>Rationale: This allows students to learn about the reasons for and steps to accomplish a critical close reading so they come to class ready to practice and continue refining their skills.</p>	<p>blog :</p> <p>first paraphrasing the passage, then observing details (list of 5-8),</p> <p>then noting possible contextual details (2-3),</p> <p>then producing 4 analysis sentences (they could be more than one sentence each, but no more than 2).</p>
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Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<p>LO5: Analyze the significance of the selected passage to the overall meaning of the text.</p> <p>LO6: Construct an argument in the form of a thesis statement about the larger meaning of the text using textual and contextual evidence from specific passages for support</p> <p>LO7: Write a thesis-driven analytical essay focusing on close reading of passages of the text to construct an argument about the meaning of the text overall.</p>	<p>Students will complete a 500 word blog post that is thesis-driven and uses textual and contextual evidence. To accomplish this, they will be encouraged to complete pre-writing activities similar to those completed in class, then write a clearly structured argument about the text.</p> <p>Rationale: This blog post will be an opportunity for students to use their skills individually to construct an argument. This is a lower-stakes writing assignment before a close reading paper to help them practice or develop ideas and to receive teacher feedback on their writing before the summative assessment.</p>	<p>Blog Post Assignment (500 words)</p> <p>Before writing your post, choose a brief passage or set of related quotations to analyze: about a paragraph or two of text. To pre-write your post, go through the following steps:</p> <ol style="list-style-type: none"> 1) <i>Summarize/Paraphrase</i>: State the basic content of the passage/set of quotes in your own words. For example, “In this passage, the narrator explains the mercurial nature of Anwar’s moods, the outcome of which is that Najwa does not feel safe with him, feeling as though, much as she would like to avoid quarelling with him, she cannot avoid it, and that she cannot win these arguments even if she is right and her explanations are truthful.” 2) <i>Observe</i>: Look closely at the formal features of your passage, listing every one you notice. “Formal features” are choices that the author made when composing the passage. Identify

		<p>the author’s use of literary devices, such as allusion, repetition, and metaphor. In addition, note words that seem unusual or surprising. What word would you expect instead? What is the effect created by the unusual word that the expected word would not convey? What details are included for emphasis, or which reveal implicit meanings about the characters or events?</p> <p>3) <i>Analyze</i>: Select 4-5 of the features you observed in step 2. For each literary device, image, or unusual word, write a detailed analysis of why it is significant. Why do you think Aboulela chose to include these particular images? What do the details you’ve observed reveal about the ideas and themes that Aboulela explores? Be as specific as possible at this stage; for instance, rather than saying “Aboulela uses this metaphor to convey her views on the relationship between Najwa and Anwar,” specify what those views are.</p> <p>4) <i>Argue</i>: Based on your observations and analysis in Steps 2 and 3, make a claim about the significance of this passage to the work as a whole. What do the author’s decisions in this specific passage/set of quotations help us to understand about the larger themes and concerns of their work, such as religion and freedom, diaspora and identity, the intersections of class, race, and religion, the impact of education, etc?</p> <p><i>First Paragraph</i>: Indicate which passage; set of quotes you’re analyzing, and briefly summarize its/their basic contents. Next, state your thesis: the argument you developed in step 4 of the pre-writing process (see the back side of</p>
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		<p>this prompt). Your thesis should make a claim about why this passage is significant: what does it show us about a larger theme or message in the text? In addition to stating <i>what</i> you think the passage means, your thesis should explain <i>how</i> the author creates that meaning. This means that your thesis should list which features of the text you'll be discussing in your paper. Your thesis can be multiple sentences long, and you are welcome to use "I," as in "I argue that this passage is significant because..." and "In this essay, I will analyze Aboulela's use of the following literary devices..."</p> <p><i>Body paragraphs:</i> Organize your body paragraphs using the features you identified in steps 2 and 3 of the pre-writing process: specific details that convey the passage's meaning. For example, you might have one paragraph on repetition, one on metaphors, and one on the author's use of one or two unusual words. You don't need to discuss <i>all</i> of the literary devices and unusual words you noticed in steps 2 and 3; just focus on those that are most relevant to your thesis.</p>
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