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Designing Backwards from College to High School: Practical Insights about Teaching Threshold Concepts

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Designing Backwards from College to High School: Practical Insights about Teaching Threshold Concepts

Georgia International Conference on Information Literacy

Sue Smith

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Goals for the session

- To **“unpack” Scholarship is a Conversation** so that we can lead students across the threshold of understanding how to read, research, and write in different disciplines
- To **rethink** how we teach the info lit skills by:
 - **Contextualizing** skill-based lessons in a conceptual approach so that
 - Students see themselves as **participants** in a disciplinary conversation and can
 - Understand how **new knowledge** is created in their field.

- **Scholarship is a Conversation**
- Research as Inquiry
- Authority is Contextual and Constructed
- Format as a Process
- Searching as Exploration
- Information has Value



TCs to Conceptual Teaching

- Threshold Concepts and Conceptual Teaching
- Understanding by Design
 - Core Concepts (in Info Lit)
 - What do you want your students to know and understand?



Light bulb. Photography. *Encyclopædia Britannica ImageQuest.* Web. 17 Sep 2015.

http://quest.eb.com/search/139_1912064/1/139_1912064/cite

Tension between Skills and Concepts

S

- Skills
 - How to [search a database, find a peer-reviewed article]
- Conceptual teaching
 - Context for skill-based lessons
 - Results in transference



Breaking Rope. Photography. *Encyclopædia Britannica ImageQuest.* Web. 17 Sep 2015.

http://quest.eb.com/search/139_1917399/1/139_1917399/cite

Do Skills (examples)

- Citation format/Style sheets
- Components of citation
- Product: Use the language, evidence and genres of the discipline

Why? Concepts

- Style of the discipline
- What matters (chronology, authority, etc.) to your audience
So they can re-find, verify
- Enter the dialogue appropriately
Gain credibility with this community of discourse

Transforming a Lesson



Where is the meaning?

© Debbie Abilock

Modern International Affairs (MIA)



Senior Elective

- Semester long project -> 15 page policy paper
- Propose a solution to a complex emergency



Define the Conversation

- Geo-political* POV * to define for students
Publishing format; editorial process
- Disciplinary lens; language; audience

Ex: Same author, different audience

<http://noodle.to/dreamlanguage>


What do we mean by conversation?

Kenneth Burke writes:

“Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending upon the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress (110-111).”

Conversation is “expert” behavior

Expert (in a subject/topic)

- 
- Stage 3: **Knowledge is reasoned**
There are multiple perspectives. I can learn to weigh competing claims, draw reasonable conclusions and open-mindedly consider new arguments.
 - Stage 2: **Knowledge is opinion**
There are multiple answers, and everyone's ideas are equally valid. It's difficult to draw my own conclusions.
 - Stage 1: **Knowledge is concrete truth**
I can find “the” answer often from an authority. I'll know more of the answers eventually.

Novice (in a subject / topic)

Learning Objectives

1. Seek multiple perspectives, e.g. military vs. diplomatic solutions; East vs. West
2. Understand “who is talking” as they research
3. Seek out opposing viewpoints, e.g. conservative/liberal

News Publication Cycle



Donald Sadoway, Patty Barbera, and Angie Locknar. *3.093 Information Exploration: Becoming a Savvy Scholar: Publication cycle*, Fall 2006. (Massachusetts Institute of Technology: MIT OpenCourseWare), <http://ocw.mit.edu> (Accessed 9 Mar, 2015).

Where do Students Contribute?



Few

Many

blind peer editorial self- user user user wisdom software
 peer review gate- anointed comments rating revision of crowds algorithms
 review keeper expert

Adapted from <http://k12onlineconference.org/?p=149> *Casper Grathwohl as qtd in "Questions for Niko Pfund OUP blog 4/8/08

Not this. . .



... THIS!



Student Question

S

“What should China do to decrease the political violence and attacks in the Xinjiang Province between the Uyghur minority ethnic group and the Han majority group?”



Astana, Xinjiang Autonomous Region, People's Republic of China.. Photography. *Encyclopædia Britannica* ImageQuest. Web. 17 Sep 2015. http://quest.eb.com/search/137_3159479/1/137_3159479/cite

Modeling the Activity

- Al Jazeera. “The Harsh reality of China’s Muslim divide.” Al Jazeera. Last modified October 12, 2012. Accessed January 12, 2015.
<http://www.aljazeera.com/indepth/features/2012/10/201210493210185606.html>.

The article gives a recent update on the difference of policies between the Hui ethnic group and the Uighur ethnic group, where both groups are Muslim. Specifically, the differences are disparate as the Chinese government had initiated two different initiatives when handling the assimilation of both of these groups. This source will be used to demonstrate how to effectively integrate a Muslim group as the Hui population has peacefully lived with the Han.

Learning Objectives

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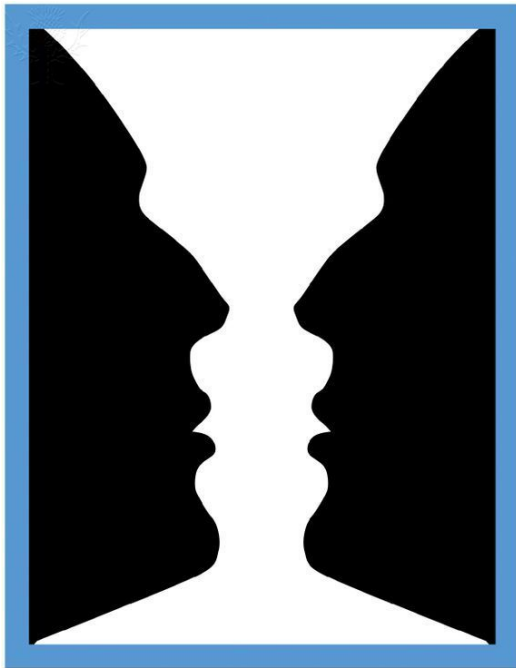


Try this...

<https://goo.gl/9t8zaT>

How did the
analysis help you
think differently

about
bibs?



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Figure-and-ground illusion. Photograph. *Encyclopædia Britannica*
ImageQuest. Web. 29 Sep 2015.

http://quest.eb.com/search/309_1155995/1/309_1155995/cite

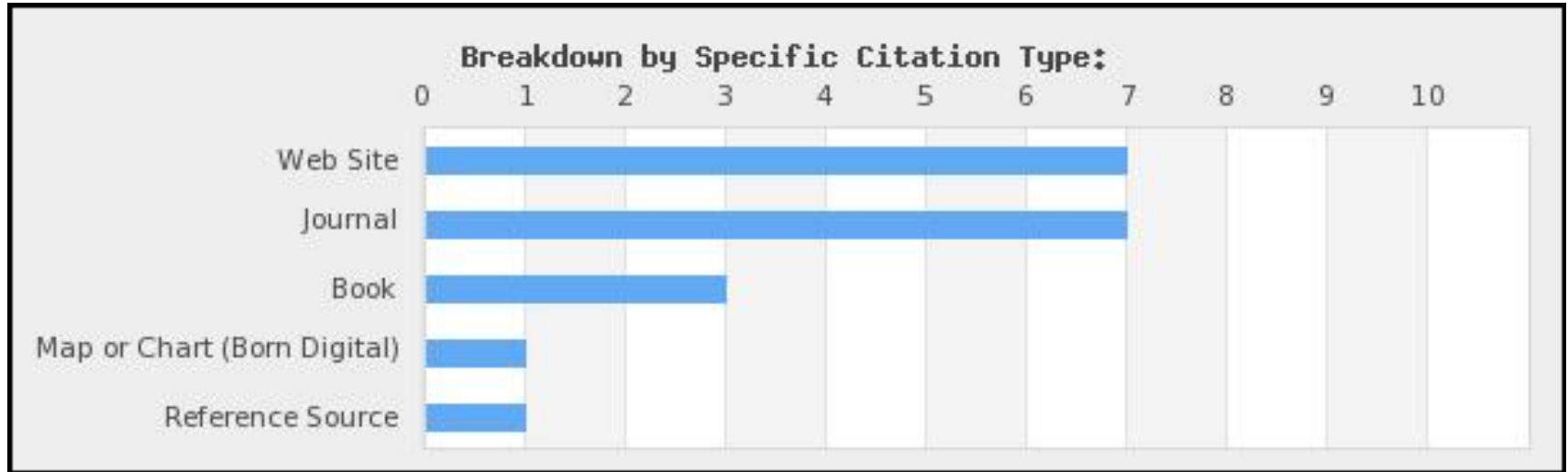


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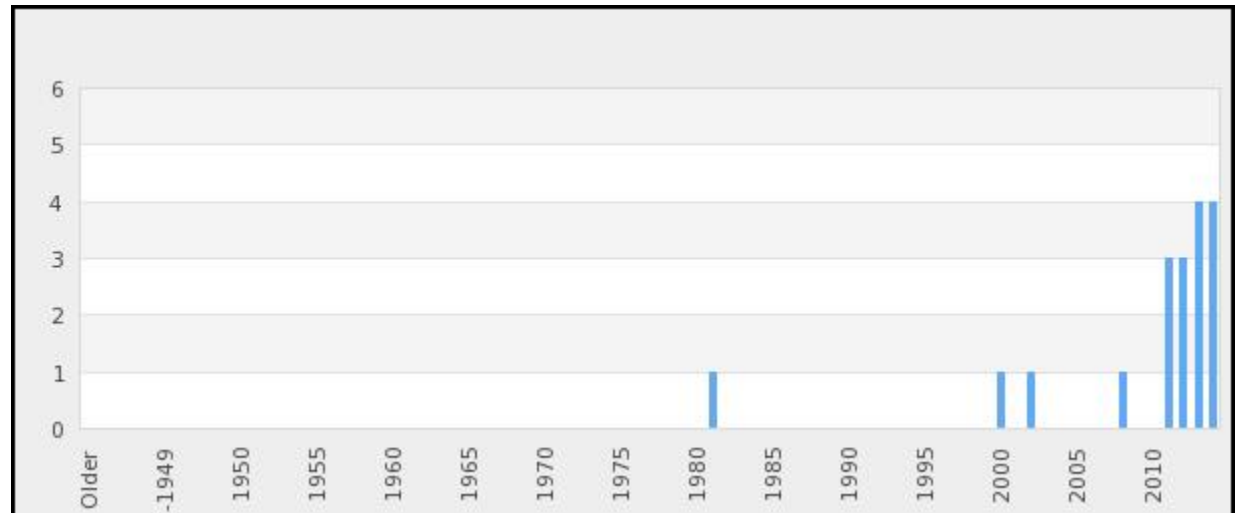
Figure-and-ground illusion. Photograph. *Encyclopædia Britannica*
ImageQuest. Web. 29 Sep 2015.

http://quest.eb.com/search/309_1155997/1/309_1155997/cite

Bibliographic Analysis (NoodleTools)



Currency



One Course; Subtle Change

“Old Lesson”

- How to find and read journal articles

“New Lesson”

- Why we search and read to find “*the conversation*” through journal articles, news, reference, blogs, and opinion.

Moving toward critical annotations...

Bibliographic Results

Also reflected in annotations and writing

- Searching Silos of Info
- Authentic Inquiry



A field of bloom stage canola with new grain bins(silos) in the background. Photo. Encyclopædia Britannica ImageQuest. Web. 17 Sep 2015.
http://quest.eb.com/search/167_4037318/1/167_4037318/cite



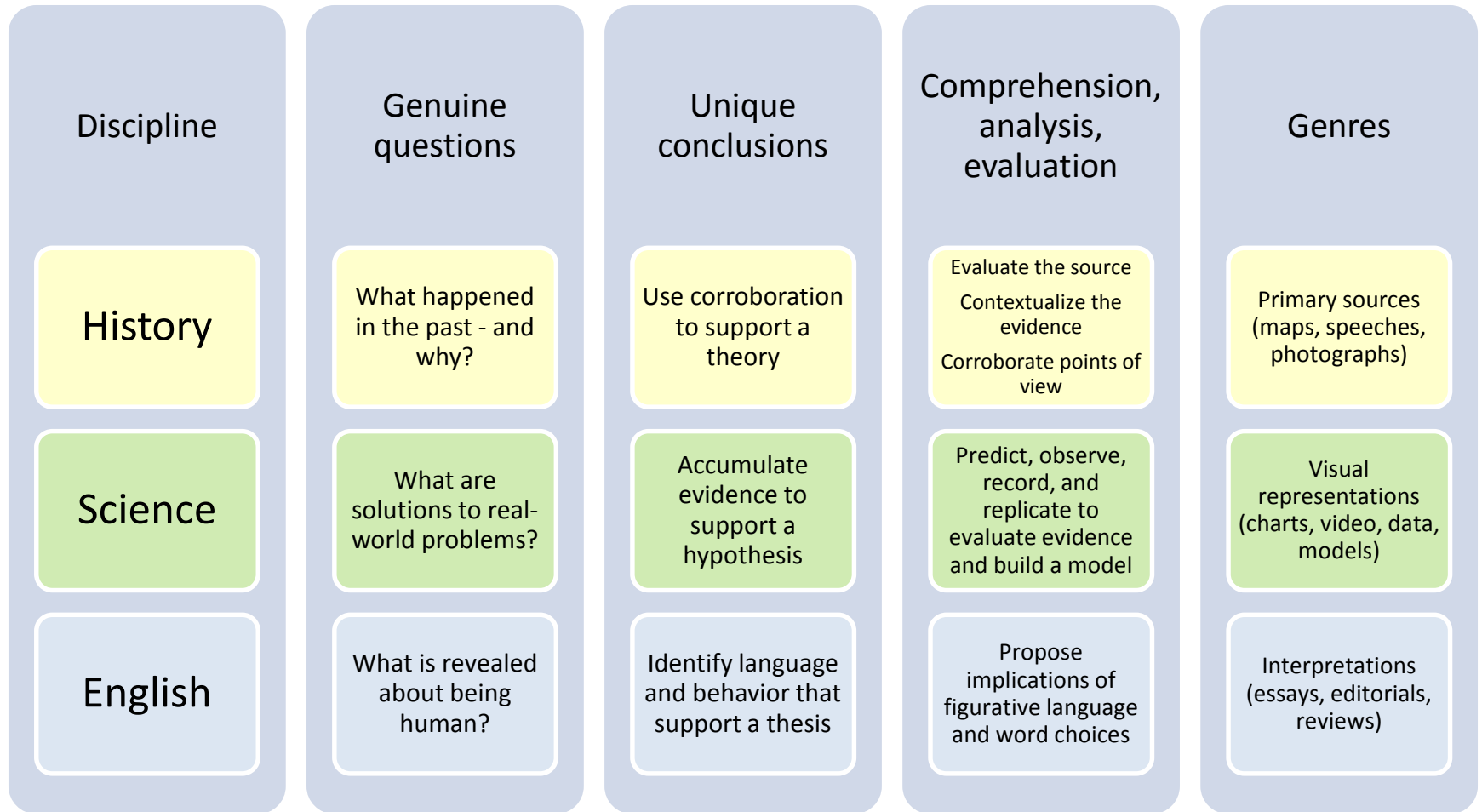
Woven fabric, SEM. Photography. Encyclopædia Britannica ImageQuest. Web. 17 Sep 2015.
http://quest.eb.com/search/132_1256890/1/132_1256890/cite

DRAFT

D

Reframe teaching

How can I cover vs. how can I make visible?



Definition

“... **disciplinary literacy** is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.”



A literary “conversation”

Quotation from the literary work

Paraphrase from the literary work

Quotation attributed to the author (from someone else’s criticism)

Quotation from criticism Paraphrase of criticism

A pen “quill”
to John
Royce

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The Portrayal of Male Fools in Jane Austen *Pride and Prejudice*

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Abstract

The present study aims at studying the male fools in Jane Austen's *Pride and Prejudice*. Jane Austen's primary interest is people, not ideas, and her achievement lies in the meticulously exact presentation of human situations, the delineation of characters who are really living creatures, with faults and virtues mixed as they are in real life. The writer's unique merit gives a faithful representation of real life and this is what we meet in her masterpiece *Pride and Prejudice*. Also, humor touches and illustrates all her best characters.

Jane Austen is not a social reformer; she is only a keen social observer who reminds people of their shortcomings. For example in *Pride and Prejudice*, the writer uses fools and fools as a medium for criticizing her own society in general and through the two males—Mr. Collins and Mr. Wickham. Also, she treats various virtues: pride and prejudice, and human folly in particular.

Finally, the paper ends with the conclusion that, the characters of male fools in *Pride and Prejudice* are fixed characters, who do not change throughout. But in spite of that, they are worth attention, because they are interesting and are used for various theories.

Keywords: Jane Austen, *Pride and Prejudice*, fools, portrayals, characters, male, faults, virtues, humor

1. Introduction

Jane Austen was a born story-teller and revealed it from early years. She wrote from sheer love of writing. Faithful observation, general detachment, and a fine sense of comic comedy are among Jane Austen's chief characteristics as a writer. Jane Austen was aware herself of the wide range of her novels, and took the line that it was better for her to do what she did well rather than try her hand at areas which might have less success. Her novels do indeed succeed because of their excellence, and because her characters are universally human, their particular social class being a thin veneer over features that are of universal significance. *Manner matters greatly in Jane Austen's world of morality. "She knows what to read and on no occasion does it change; cannot be so frivolous"* (Stephens, 2001, p.10).

Nevertheless, it is true that Jane Austen took very good care not to move out areas that she knew, not just slightly, but through and through. It was only this that her story could attain due weight. If she had applied it to aspects of life she knew less well, it would have seemed flippant and brittle. In the mature novels the continuous ironic surface, which makes them very funny, rarefied provides a thoughtful fit, because it is so securely based. Austen's *Pride and Prejudice* opens with a typical example of her irony:

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife. (Pride and Prejudice, p.1)

The irony is double-edged, making fun both of caricatures of universal truths and of a husband-hunting mother. Jane Austen's *Pride and Prejudice* is not laughter provoking, but it leaves a rippling sense of pleasure behind it. Her humor is quiet, delicate and ironical. She is not a satirist, for satire connotes moral purpose. Jane Austen never lashed out at folly, she faintly smiled her eyebrows and passed on.

Jane Austen's view of life is a reality realistic one. She has no sentimentality, no time for emotional excess. Though her subject is love and marriage, her novels never produce a warm glow, tender for a moment upon the page. She knows the highest virtues of moderation, dignity, disciplined emotion and common sense, and she used her ironic wit to deflate humorless. *Smith (1995) has rightly pointed out that:*

www.ccsenet.org/ells English Language and Literature Studies Vol. 4, No. 2, 2014

Pride and Prejudice is a social comedy and humorous novel which reflects that Jane Austen was a satirist of serious excesses. Her attitude was realistic, not idealistic, and was without excessive or continuously emotional excess. (p.85)

Whatever said about *Pride and Prejudice*—which is the author herself thought “too lighter and bright and sparkling”—won't be sufficient without adding what Jane Austen, the “character molder” said about it in her letter of fourth February, 1813 to Cassandra:

The work is rather too light and bright and sparkling, I want to be corrected, our here and there with a long chapter of sense; if it could had, if not, of solemn speeches, rhapsody, about something unconnected with the story; an essay on writing; a catalogue on the history of the country; or anything that would seem to enlarge and improve the reader's mind; increased depth to the playfulness and agreeableness of the general style. (Stephens, 1986, p. 134)

*Neville (1990, p. 14) has argued that women novelists like Austen and Eliot have sometimes subjected masculine dominance by giving emphasis to female capability. According to him, this “power of ability or equality” can be defined as “subordination and cooperation, and by implication, as a form of self-defining inferiority”. In this sense, Austen is interested in presenting her female characters as powerful, by exploring the process by which they choose a direction for their lives. On her turn, *Wiggins (2002) prides women writers like Jane Austen who were able to overcome the fear and to speak their own truth:**

“What gesture, what imagery, what metaphor was required to face the fear that she carried in the midst of the patriarchy's necessity to hold fast to the thing as they saw it without shrinking.” (p.6)

The special charm of Jane Austen's novels lies, not in any greater insight into character, but in the fine impartiality with which she individualizes and differentiates her. Jane Austen, also, just like her kind, loved them with the joy of the scientist. She found them knowing about her tea parties, her church gatherings, her balls, and she retranslated them for us with an anatomical fidelity, anatomist as little cruel, but no less certain.

2. Jane Austen's Contribution, Reputation and Writing Career

2.1 Jane Austen's Life: Family and Social Background

Jane Austen was born on 16th December, 1775, in the village of Steventon, near Basingstoke, in Hampshire. The seventh of eight children of the Reverend George Austen and his wife Cassandra, she was educated mainly at home and never lived apart from her family. In fact, at every point almost Jane Austen presents the exact antithesis to other daughter of a country gentry destined later on to make the Yorkshire moor aristocrat.

She died on 18th of July at Winchester, in the north side of the cathedral. At her death Jane Austen occupied no place in English literature. She was rated lower than many contemporaries, whose names, fifty years later, had been completely forgotten. On the other hand, *Wells (1960) judged among the leading classicists (1995, p.99):*

“As a young woman, she enjoyed dancing at local balls, walking in the Hampshire countryside and visiting friends. She was an avid reader. She read both the serious and the popular literature of the day. She was very familiar with eighteenth-century novels, including the works of Richardson. Through her active social life, she met many writers in many bars, but she remained single all her life. On one occasion, she did accept a proposal of marriage from the brother of one of her closest friends, but she changed her mind the following day. (Wells (2003) opinion.”

“Jane Austen was serene and equal, caring for many things but not working in an unequal degree. She felt concerned here for things ungrateful her. She pressed those who disliked with a single contemptuous瞥 she never rages at them. And this power of self-discipline of controlling from silly and being productions that when away an author's occasion must be to be an artist pure and simple (p. 56).”

In the period when Jane Austen wrote, great changes were occurring in Europe. The French Revolution and the collapse of the “ancien régime” in France were followed by the Napoleonic wars. In England, too, this was a period of political and social unrest. Music, literature and painting were also undergoing change in the form of the great Romantic Revolution. There is hardly any mention of these events in Jane Austen's novels. Her novels deal with the relationships between families and individuals in a rural setting. *She herself said: “There is no dancing in country villages in the thing novelists” (see cited in Kennedy, 1996, p.58).* She confined her writing to the world she knew from first-hand experience.

Paraphrase only



... or a scientific report

ENVIRONMENTAL SCIENCE DATA

Environmental Systems Research

RESEARCH Open Access

Trends of water quantity and water quality of the Yellow River from 1956 to 2009: implications for the effect of climate change

Guangping Han^{1,2*}

ABSTRACT The Yellow River is one of the largest rivers in the world. It is a typical semi-arid river with high inter-annual variability in discharge. This study aims to investigate the trends of water quantity and water quality of the Yellow River from 1956 to 2009. The results show that the discharge of the Yellow River has decreased significantly over the study period, and the water quality has deteriorated. The study also discusses the implications of these trends for the effect of climate change.

KEYWORDS Yellow River, water quantity, water quality, climate change, trends

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CONCLUSIONS The results of this study indicate that the discharge of the Yellow River has decreased significantly over the study period, and the water quality has deteriorated. This is likely due to the effect of climate change. The study also discusses the implications of these trends for the effect of climate change.

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A pen "quill" to John Royce

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...looks different than historical analysis

Quotation from historical analysis Paraphrase of historical analysis

The following text is a quotation from a historical analysis of the American Revolution. It discusses the impact of the war on the political and social structure of the new nation. The text is highlighted in yellow to illustrate the original phrasing.

The American Revolution was a period of profound change for the young nation. It was a time when the colonies broke away from British rule and established a new form of government. The war had a significant impact on the political and social structure of the new nation. It led to the adoption of the Constitution and the creation of a federal government. The revolution also had a profound impact on the social structure of the new nation. It led to the abolition of slavery and the establishment of a more egalitarian society.

The following text is a paraphrase of the historical analysis. It discusses the impact of the war on the political and social structure of the new nation. The text is highlighted in green to illustrate the original phrasing.

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A pen "quill"
to John Royce



Formative Assessment

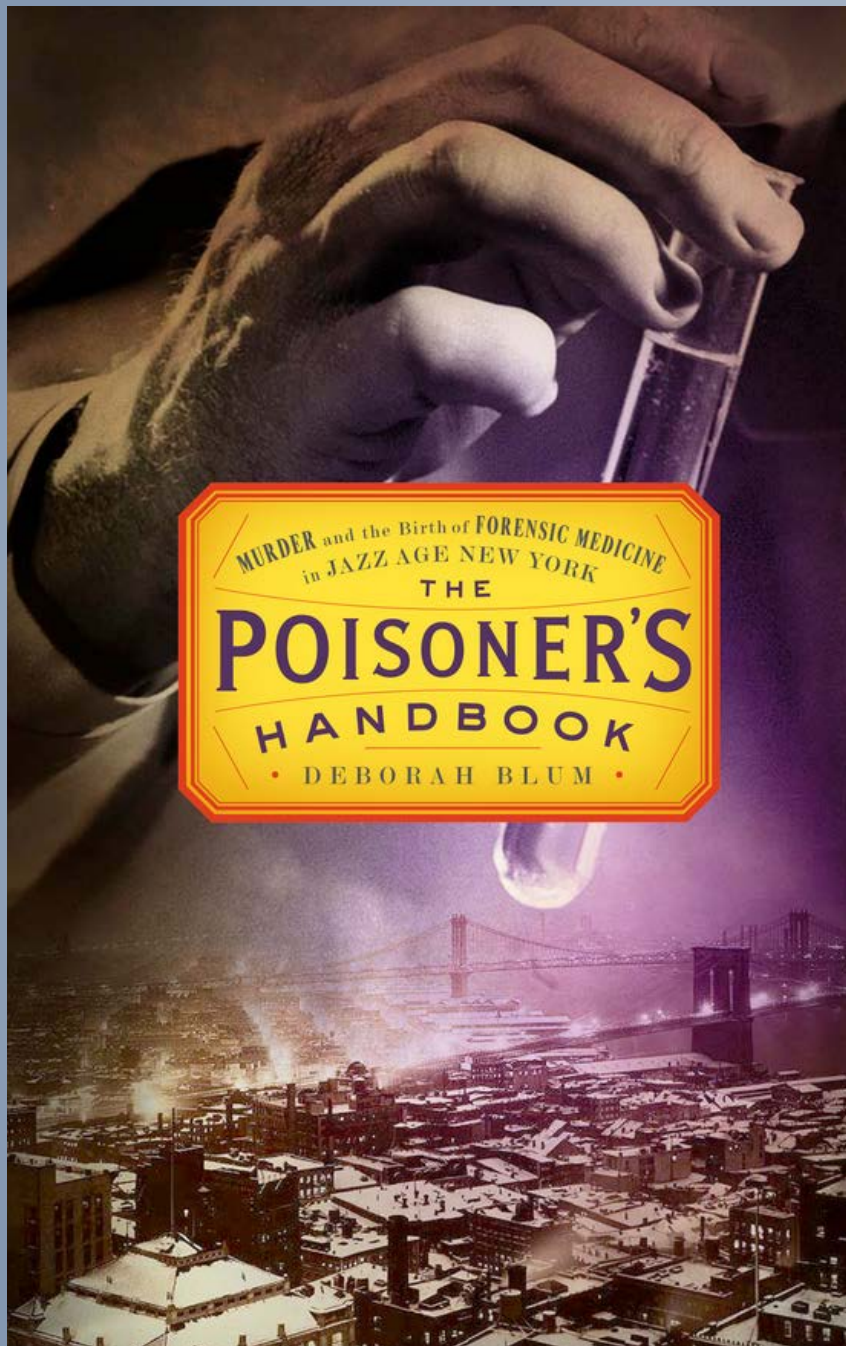
How do you know what they know?



Where is the meaning?

How does the “conversation” look and sound?

- Specialized vocabulary
- Nuances in syntax specific to the subject
- Disciplinary styles of reasoning
- Subject-appropriate evidence
- Disciplinary criteria for evaluating evidence (credibility!)
- Disciplinary genres, products
- Expert audiences, subject-specific purposes...



Single source assignment

Each chapter is organized... (text structures)

- › Discussion of chemical make-up – description
- › Effects on human body - enumeration
- › Historical events – narrative
- › Gettler's reasoning – cause / effect
- › History of the chemical's discovery - sequence
- › Norris' political strategies – problem / solution



Historical writing is a narrative sequence...

“The Blues songs telling of poison started in 1930. From Tennessee came a mournful plaint of paralysis, a man who couldn’t walk or talk after drinking with friends. From Wisconsin sounded a bitter ode to the drink Ginger Jake. The writer worried that everyone he knew was now messed up by the cocktail.

The same year, from Mississippi, singer Willie ‘Poor Man’ Loftus wailed, ‘Mama cried out and said, Oh Lord, there’s nothin’ in the world poor daddy can do, ‘cause he done drank so much jake, he done got the limber leg, too.”

From Brooklyn arose another kind of sound – the angry crash of a raid, that May of 1930, when enraged Prohibition agents arrested a local operator who’d concocted a uniquely poisonous alcoholic drink in his small factory – barrels and barrels of Ginger Jake, shipped to southern states, the very drink that had inspired all those mournful songs.”(Blum 203)



Science writing uses present tense...

“The primary alcohols, including methyl and ethyl, **are** straightforward arrangements of carbon, hydrogen, and oxygen. In the curious way of chemistry, the deadlier of the two compounds **is** more simply **constructed**. Methyl alcohol is CH_3OH . It **begins** with a cluster of three hydrogen atoms encircling one of carbon. That cluster **is** firmly **linked** to an oxygen-hydrogen pair called a hydroxyl radical. Ethyl **is** a slightly bulkier compound: $\text{C}_2\text{H}_5\text{OH}$. Two carbons and five hydrogens **form** a chunky arrangement, once again **attached** to that highly reactive hydroxyl radical.” (Blum 199)



...and science hypotheses use conditional verbs.

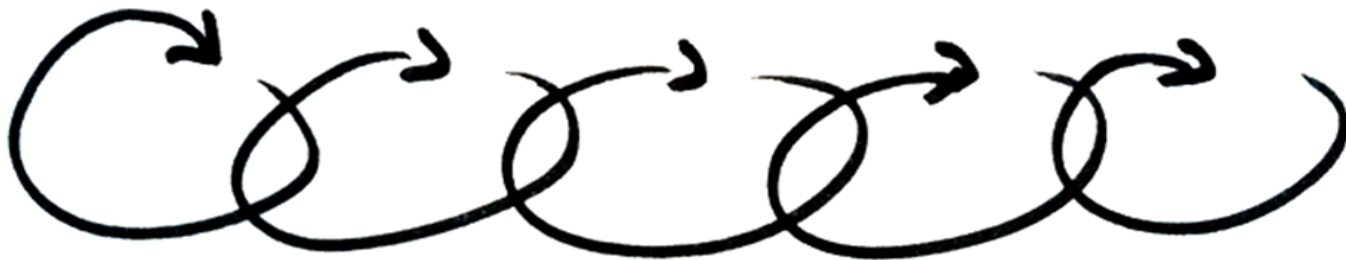
“The cadavers **tended**, for reasons not quite clear to the pathologists, to stiffen in death, sometimes remaining rigid for days, while the other bodies in the morgue softened like wax on a summer day.

Perhaps, the medical examiners **speculated**, that was because the high alcohol content suffusing the bodies preserved them, even pickled them.” (Blum 200-201)



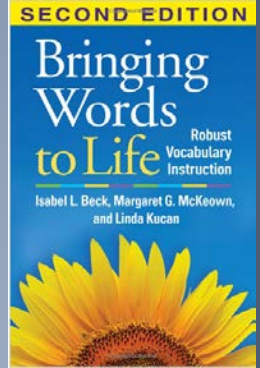
Language

Vocabulary, syntax, style...





Academic words that cross domains (Tier 2 & 3)

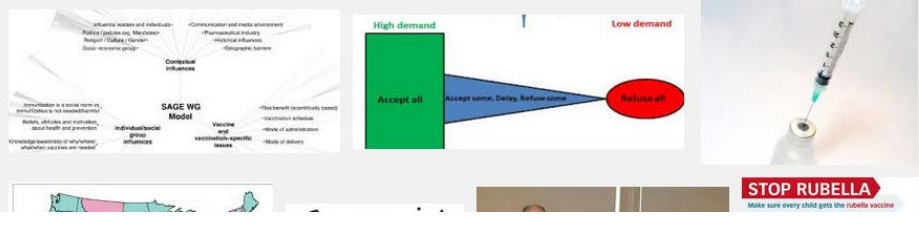


“The **primary alcohols**, including methyl and ethyl, are straightforward arrangements of **carbon, hydrogen, and oxygen**. In the **curious** way of chemistry, the deadlier of the two compounds is more simply **constructed**. Methyl alcohol is CH_3OH . It begins with a **cluster** of three hydrogen **atoms encircling** one of carbon. That cluster is firmly linked to an oxygen-hydrogen pair called a hydroxyl radical. Ethyl is a slightly **bulkier compound**: $\text{C}_2\text{H}_5\text{OH}$. Two carbons and five hydrogens form a **chunky arrangement**, once again attached to that highly **reactive** hydroxyl radical.” (Blum 199)



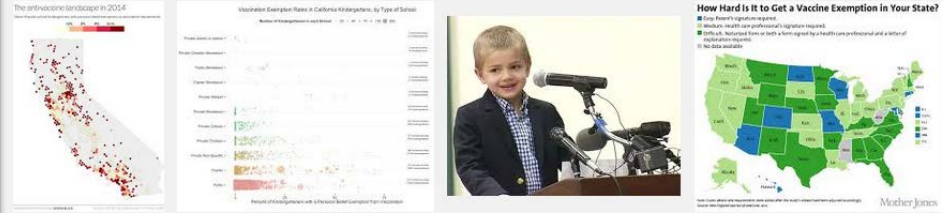
Google vaccine hesitancy

Web News Shopping **Images** Videos More Search tools SafeSearch



Google personal belief exemption

Web News **Images** Shopping Videos More Search tools SafeSearch



personal belief exemption

Web News Images Shopping Videos More Search tools

About 497,000 results (0.44 seconds)

[PDF] PERSONAL BELIEFS EXEMPTION To REQUIRED ...

eziz.org/assets/docs/CDPH-8262.pdf

State of California—Health and Human Services Agency California Department of Public Health. **PERSONAL BELIEFS EXEMPTION** To REQUIRED ...

Personal Belief Exemptions for Vaccines « Science-Based ...

<https://www.sciencebasedmedicine.org/personal-belief-exemptions-for-v...>

Mar 4, 2015 - Twenty states allow for exemptions from vaccines based on personal belief (called philosophical or **personal belief exemptions**). These laws ...

California State Vaccine Requirements - National Vaccine ...

www.nvdc.org/.../california.aspx National Vaccine Information Center

Feb 10, 2015 - Quick Fact: In 2012 the **personal belief exemption** became more restrictive in that there is an additional requirement of a signature from a health ...

New Personal Belief Exemption Form for Childhood ...

www.cdph.ca.gov/.../NR13-051.a... California Department of Public Health

Oct 30, 2013 - The California Department of Public Health (CDPH) today made available the **Personal Belief Exemption** (PBE) form parents or guardians are ...

States With Religious and Philosophical Exemptions From ...

www.ncsl.org/.../school-immun... National Conference of State Legislatures

In recent years, state legislatures have considered numerous bills to either expand or restrict the **personal belief exemptions**. In Washington, California and ...

CDC - Requirements and Laws Home Page - Imz Managers ...

www.cdc.gov/.../la... United States Centers for Disease Control and Preve...

vaccine hesitancy

D

Web News Shopping Images Videos More Search tools

About 63,900 results (0.32 seconds)

Scholarly articles for vaccine hesitancy

... a survey to identify **vaccine-hesitant** parents: the parent ... - Opel - Cited by 33

... **vaccine hesitancy** around **vaccines** and **vaccination** ... - Larson - Cited by 26

... parental **vaccine** refusal and **vaccine hesitancy** - Sadaf - Cited by 24

[PDF] Approaching the Vaccine- Hesitant Parent using C-A-S-E

www.immunizeusa.org/media/.../making_the_case_for_vaccines_mnaap...

Learning Objectives. • Relate a new approach to **vaccine hesitancy**. • Identify each of its 4 components. • Describe how it works in 3 common scenarios ...

Vaccine hesitancy: Journal collection investigates ...

www.sciencedaily.com/releases/2015/.../150225142456.ht... Science Daily

Feb 25, 2015 - **Vaccines** are thought to be one of the most successful public health measures, but some individuals are **hesitant** to vaccinate their families for a ...

NVAC Vaccine Hesitancy Working Group Charge | HHS.gov

www.hhs.gov/.../ United States Department of Health and Human Servi...

The National **Vaccine** Advisory Committee (NVAC) is charged with reporting on how confidence in **vaccines** impacts the optimal use of recommended childhood ...

"Vaccine Hesitancy": The PLOS Currents Collection ...

blogs.plos.org/.../2015/.../vaccine-hesitancy-plos-currents-collectio... PLOS

Feb 25, 2015 - Peter Hotez (@peterhotez), President of the Sabin **Vaccine** Institute and Texas Children's Hospital Center for **Vaccine** Development, ...

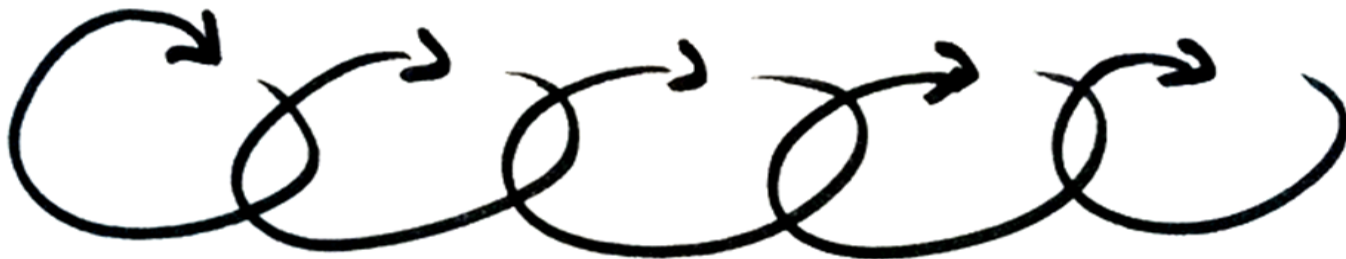
[PDF] Need help responding to vaccine-hesitant parents? Scienc...

www.immunize.org/catg.d/p2070.pdf

"Alternate Vaccine Schedules: Helping Parents Separate Fact From ... IAC has developed several patient handouts for vaccine-hesitant parents. These include:

Reasoning

What “counts” as strong evidence, how is evidence used, rhetorical moves...



Citing: Statute (U.S.)

Quick cite: [Tweak this citation manually](#)

Print **Web Site** Database

* Name of the Web site:

Most recent date of access [today?]:
January 21 2014
URL:

Statute (U.S.) Change to: Select...
 Codified
Cite to official code, *U.S. Code* (U.S.C.)
Otherwise to unofficial code (U.S.C.A, U.S.C.S.)
 Session Law
Cite to official code, *Statutes at Large* (Stat.)
Otherwise to unofficial code (U.S.C.C.A.N.)
Title of act:

Vol/year: * Title of session laws:
78 Statutes at Large (Stat.)
Public Law number: Chapter:
88-352
Section number:

Pages:
241 268
Start End
Year enacted:
July 7 1964

Annotation

Annotation [[What is an annotation?](#)]:
B I U

Citation and source
annotation relate

Always Included **Include this source in my final works cited**
In MLA style, *all of your sources* are typically included in your final works cited. You may uncheck this box if you wish to omit this entry for any reason.

Source
evaluation
from a
disciplinary
lens

Christie clarifies comments on measles vaccine after call for 'balance' causes stir



By Philip Rucker February 2



New Jersey Governor Chris Christie and his wife Mary Pat Christie visited the One Nucleus life

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Email address

Advertisement

... can cause death and misery, never did the
 ... be why it's so easy for some public figures to
 object. Chris Christie, the governor of New
 ... ed a vaccine laboratory in Cambridge, England,
 ... ed there should be some "some measure of choice" as
 to whether shots for measles and other diseases should be mandatory—in other
 words, let your infectious children roam at will. Rand Paul, the Kentucky
 senator and a doctor, went on a couple of television programs and said that
 most vaccines should be voluntary, to help avoid the risk of "many tragic cases
 of walking, talking, normal children who wound up with profound mental
 disorders after vaccines."

Christie and Paul, perhaps because they want to be taken seriously as
 Presidential candidates, are already backing off, if only a little. (Paul said that
 he was not asserting causality, just a "temporal association.") They may have
 realized that they were sounding a bit like the former Minnesota Representative
 Michele Bachmann, who, after a 2012 Republican debate, expressed her view
 of the HPV vaccine, which offers protection against cervical cancer. When she
 said, "There's a woman who came up crying to me

... vaccine. She told me her daughter s
 ... are very dangerous consequence
 ... stent.

FirstDraft Feb. 3

Political News, Now

6:30 PM ET

By Jeremy W. Peters

Share

Tweet

Rand Paul Gets a Booster Vaccination



Senator Rand Paul received a booster vaccination for Hepatitis A on Tuesday in the Capitol physician's office. Jeremy W. Peters

SEPTEMBER 13, 2011

Bachmann's Political Contagion

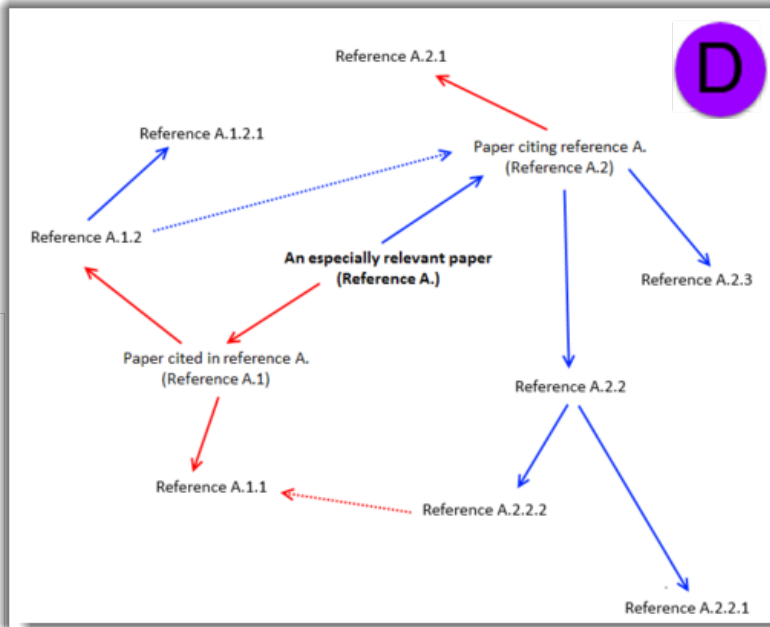
BY MICHAEL SPECTER



In "Contagion," Steven Soderbergh's film about a virus that decimates the planet, Jude Law plays a conspiracy-minded freelance video blogger who regards vaccines as scams churned out by a medical establishment interested only in profits. Instead, he claims, with no evidence, that a homeopathic treatment based on the plant forsythia cured him of the infection that was killing nearly everyone else. His comments cause a panicked stampede of pharmacies, leading to many more deaths, since healthy people inevitably mix with those who are sick.



If you think this scenario seems a bit far-fetched, read Michele Bachmann's



Map source use

Notecards

Tagging the evidence

 Search and or

Notecard Tabletop


[+ New Notecard](#) | [Add to Pile](#) | [Link to Source](#)

[Tags](#) [Delete](#)

- Colors
 - Red
 - Orange
 - Yellow
 - Green
 - Blue
 - Purple
- Visual Cues
- Tags
- Edit/Delete Tags

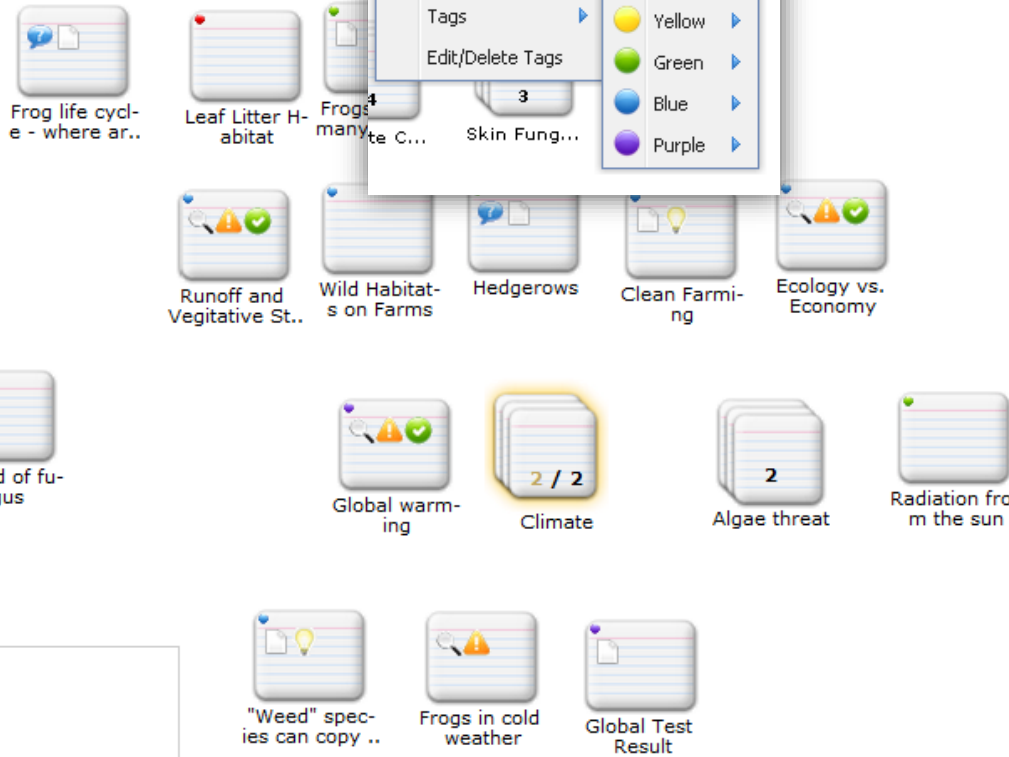
2 notecards selected
[Clear selection](#)

New Notecards



Resistant species

Move 10 >>



Frog life cycle - where ar...

Leaf Litter Habitat

Frogs many...

Skin Fung...

Runoff and Vegetative St..

Wild Habitats on Farms

Hedgerows

Clean Farming

Ecology vs. Economy

Spread of fungus

Global warming

Climate 2 / 2

Algae threat 2

Radiation from the sun

"Weed" species can copy ..

Frogs in cold weather

Global Test Result

Outline

[+](#) [←](#) [→](#) [↑](#) [↓](#) [✖](#) [🖨](#)

- I. Description of problem
 - A. Evidence
- II. Causes
 - A. Climate
 - B. Genetics
 - C. Fungus
 - D. Habitat loss
 - E. Pet industry
- III. Solutions

Notecards

 Search: Keyword and or

Notecard Tabletop

+ New Notecard | Print | Add to Pile | Link to Source | Tags

- Colors >
- Visual Cues >
- Tags >
- Edit/Delete Tags

- Keyword
- Tag
- Source
- Color
- Cues

Outline

+ New | Print | Back | Forward | Close | Refresh

New Notecards

Move 10 >>

Radiation from the sun

Wild Habitat on Farm

Chytrid and GW

Color of Frog

Ecology vs. Economy

Clean Farming

Climate

Adaptability

Spread of fungus

Global Test Result

Leaf Litter Habitat

Mutations



2
ghg

3
Farms

I. Problem

- Spread of fungus
- Global Test Result
- Photo 2

A. Adaptability

- "Weed" species can copy with changes
- Adaptability
- Spread of fungus
- Photo 2

B. Vulnerability

- Clean Farming
- Leaf Litter Habitat
- Mutations
- Adaptability

II. Humans

- Ecology vs. Economy

A. Farming and Frogs

- Agricultural runoff
- Hedgerows
- Wild Habitat on Farm
- Clean Farming
- Runoff and Vegetative Strips

B. Climate Change

- Frogs live in many climates
- Frogs in cold weather

1

2

3

4

4

METHYL ALCOHOL

(CH₃OH)

1927

THE RUMORS BEGAN in the summer of 1926. Government chemists were developing a secret project in the aid of Prohibition, people whispered. Dry officials issued warnings that drinking was about to become more risky. The Great War had taught people that chemists could be more dangerous than other scientists. A new chemists' war was brewing, it was said, pitting government scientists against those employed by the country's powerful bootlegging empires.

It was no secret that the federal government seethed with frustration over the flouting of anti-alcohol laws. When Prohibition went into effect, backed by a Constitutional amendment no less, its supporters had assumed citizens would, however reluctantly, obey the law. The succeeding years had proved them wrong. Many now drank more than ever, more recklessly, more adventurously. In Washington, D.C., where the Volstead Act—which provided for enforcement of the Eighteenth Amendment—had been militantly approved, the police reported nearly a ten-fold increase in drunk driving arrests since the legislation was enacted.

The illegal alcohol trade had not only flourished but grown more sophisticated. In the mid-1920s much of the available spirits came from stolen industrial alcohol, which was famously poisonous. Since 1906 the U.S. government had required that manufacturers denature (poison) industrial

Why Chicago?

NOTES • 299

- 145: **In the first week of that foggy month . . .**: "Slayer Is Caught Disposing of Limbs," *New York Times*, December 1, 1926, p. 29; "Police Capture Man Toting Hacked Body," *New York Daily News*, December 3, 1926, p. 1; Frank J. Jirka, *American Doctors of Destiny* (Chicago: Normandie House, 1940), pp. 216–29; "Murder Trial Interrupted," *New York Times*, March 16, 1927, p. 17; "Acquitted of Murder, Held on New Charge," *New York Times*, March 18, 1927, p. 7.

7. METHYL ALCOHOL

- 152: **The rumors began . . .**: "Says Alcohol Deaths Will Soon Increase," *New York Times*, August 3, 1926, p. 22; "Defend Poisons Put Into Alcohol," *New York Times*, August 11, 1926, p. 23; "Under Way," *Time*, August 23, 1926, www.time.com/time/magazine/article/0,9171,729415,00.html; "New Denaturant for Alcohol Near," *New York Times*, September 4, 1926, p. 28; "Drop Two Recipes for Trade Alcohol," *New York Times*, September 11, 1926, p. 6; "Government to Double Alcohol Poison Content and Also Add Benzene," *New York Times*, December 30, 1926, p. 1.
- 154: **As the year pulled toward its close . . .**: "23 Deaths Here Laid to Holiday Drinking; 89 Ill in Hospitals," *New York Times*, December 28, 1926, p. 1.
- 155: **"The government knows"**: Ibid.
- 155: **"in the same category as the man . . ."**: "Poisonous Alcohol Stays for Present, Mellon Tells Drys," *New York Times*, December 29, 1926, p. 1.
- 156: **Nicholas Murray Butler**: "Dr. Butler Against Prohibition Cause," *New York Times*, February 12, 1927, p. 13; "Says Butler Shows a Yellow Streak," February 13, 1927, p. 21.
- 157: **The pathologists and chemists . . .**: "Poison Rum Toll Continues to Rise," *New York Times*, February 14, 1927, p. 1.

“The rumors began in the summer of 1926...”

NOTES • 299

145: In the first week of that foggy month . . . : “Slayer Is Caught Disposing of Limbs,” *New York Times*, December 1, 1926, p. 29; “Police Capture Man Toting Hacked Body,” *New York Daily News*, December 3, 1926, p. 1; Frank J. Jirka, *American Doctors of Destiny* (Chicago: Normandie House, 1940), pp. 216–20; “Murder Trial Interrupted,” *New York Times*, December 1, 1926, p. 1.

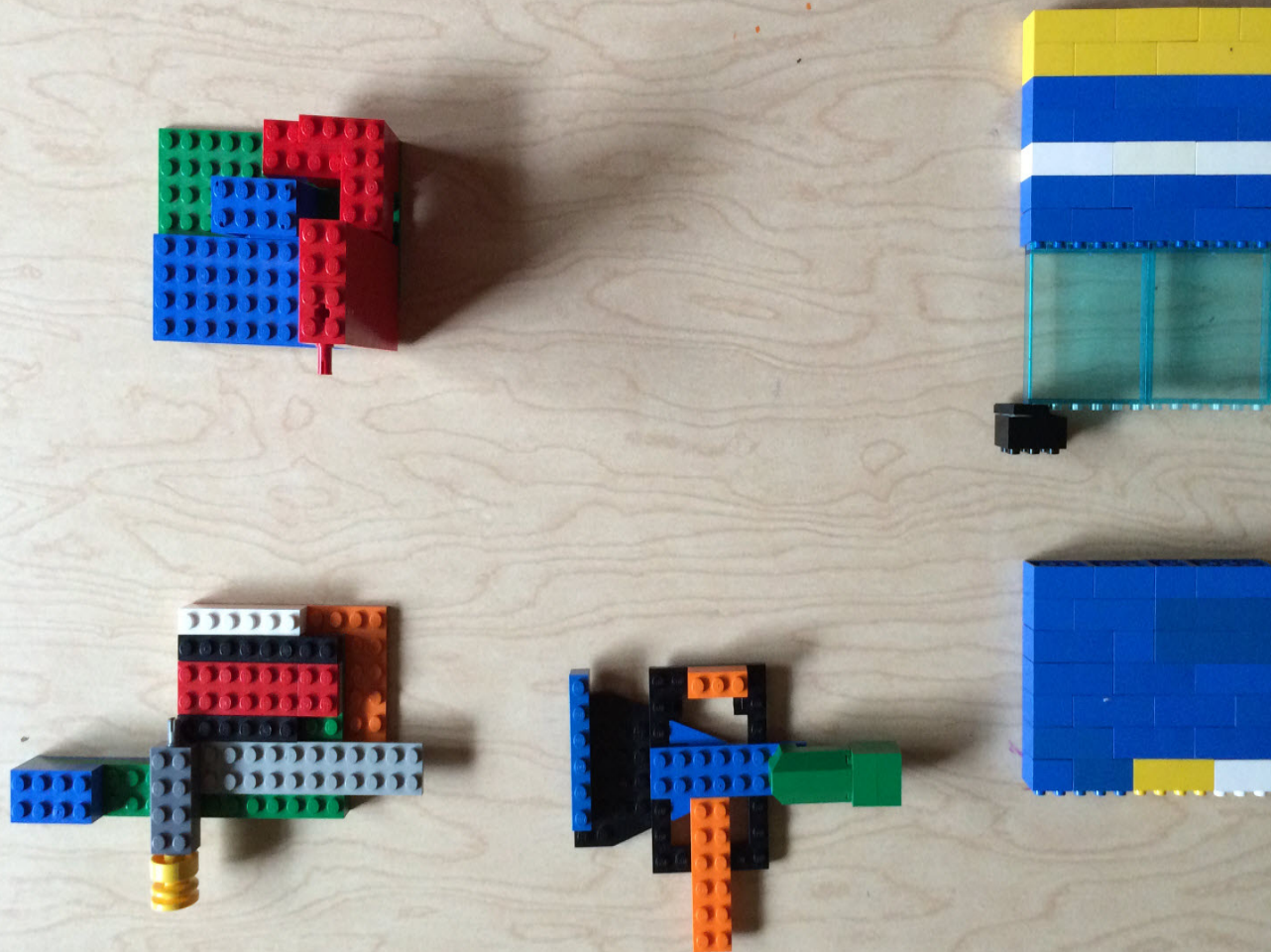
The rumors began . . . : “Says Alcohol Deaths Will Soon Increase,” *New York Times*, August 3, 1926, p. 22; “Defend Poisons Put Into Alcohol,” *New York Times*, August 11, 1926, p. 23; “Under Way,” *Time*, August 23, 1926, www.time.com/time/magazine/article/0,9171,729415,00.html; “New Denaturant for Alcohol Near,” *New York Times*, September 4, 1926, p. 28; “Drop Two Recipes for Trade Alcohol,” *New York Times*, September 11, 1926, p. 6; “Government to Double Alcohol Poison Content and Also Add Benzene,” *New York Times*, December 30, 1926, p. 1.

“Tells Drys,” *New York Times*, December 29, 1926, p. 1.

156: Nicholas Murray Butler: “Dr. Butler Against Prohibition Cause,” *New York Times*, February 12, 1927, p. 13; “Says Butler Shows a Yellow Streak,” February 13, 1927, p. 21.

157: The pathologists and chemists . . . : “Poison Rum Toll Continues to Rise,” *New York Times*, February 13, 1927, p. 1.

What is common knowledge?

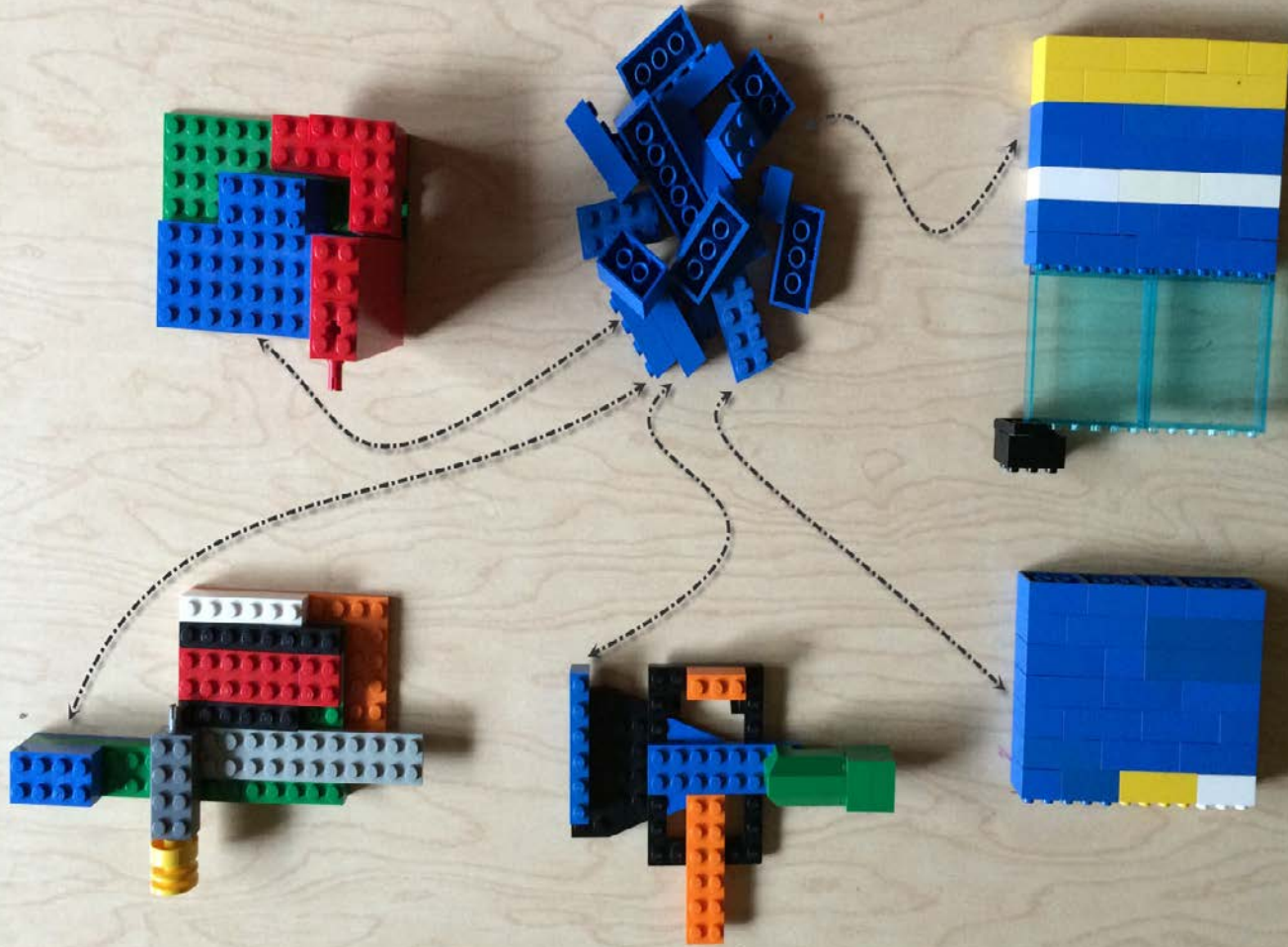


Ask them identify (and justify) an example
of when documentation is not needed

D

“...consider the status of the
information and ideas you glean from
sources in relation to your **audience**
and to the **scholarly consensus** on
your topic..”(59).

In their own writing...?



Title (Main Idea)
MACR

Direct Quotation [How do I do this?](#)

Paragraph Font Family Font Size **B** *I* U

Words:167 Chars: 919

Despite the prohibition on *conscripting* children under the age of fifteen, no consensus exists in international law as to the *criminal responsibility* of children who commit grave violations of international humanitarian and human rights law. **(30)** The court in the U.S. Office of Military Commissions against Omar Khadr recognized this distinction, holding that "neither customary international law nor international treaties binding upon the United States prohibit the trial of a person for alleged violations of the law of nations committed when he was fifteen years of age."**(31)**

Scholars disagree as to what the MACR should be. **(32)** Some argue that an emerging trend sets the MACR somewhere in the mid-teens (thirteen to fifteen years old)," while others claim that international instruments such as the Rome Statute and the Convention on the Rights of the Child set the MACR somewhere between fifteen and eighteen years old. **(33)** A conservative reading of what scholars claim regarding an international MACR suggests that there is a consensus against prosecuting children aged twelve or less.

Source
Fritz, Danielle. "Child Pirates from Somalia: A Call for th

Pages

URL

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Select a tag...

Tags

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Paraphrase or Summary [How do I do this?](#)

Paragraph Font Family Font Size **B** *I* U

Words:20 Chars: 130

- 30 Grossman - claim
- 31 Konge - evidence from a court case
- 32 Happold - some scholars claim
- 33 Happold - other scholars claim + evidence
- Fritz's own conclusion

My Ideas [How do I do this?](#)

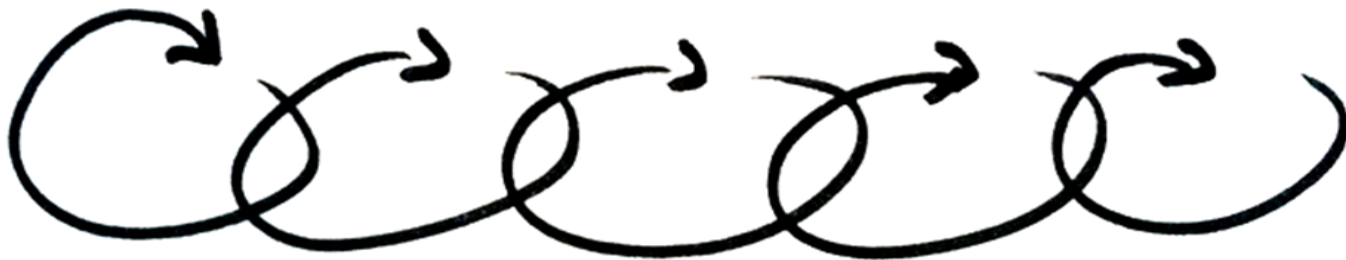
Paragraph Font Family Font Size **B** *I* U

Words:0 Chars: 0

A functional analysis of the author's sources

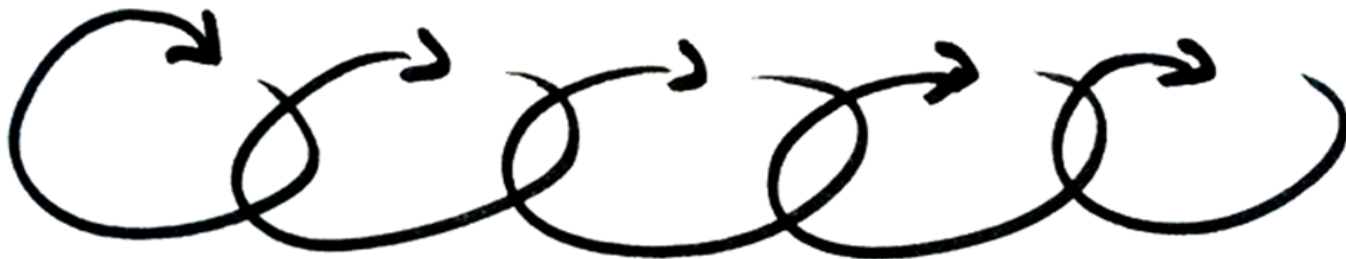
Genres

Products, audiences...

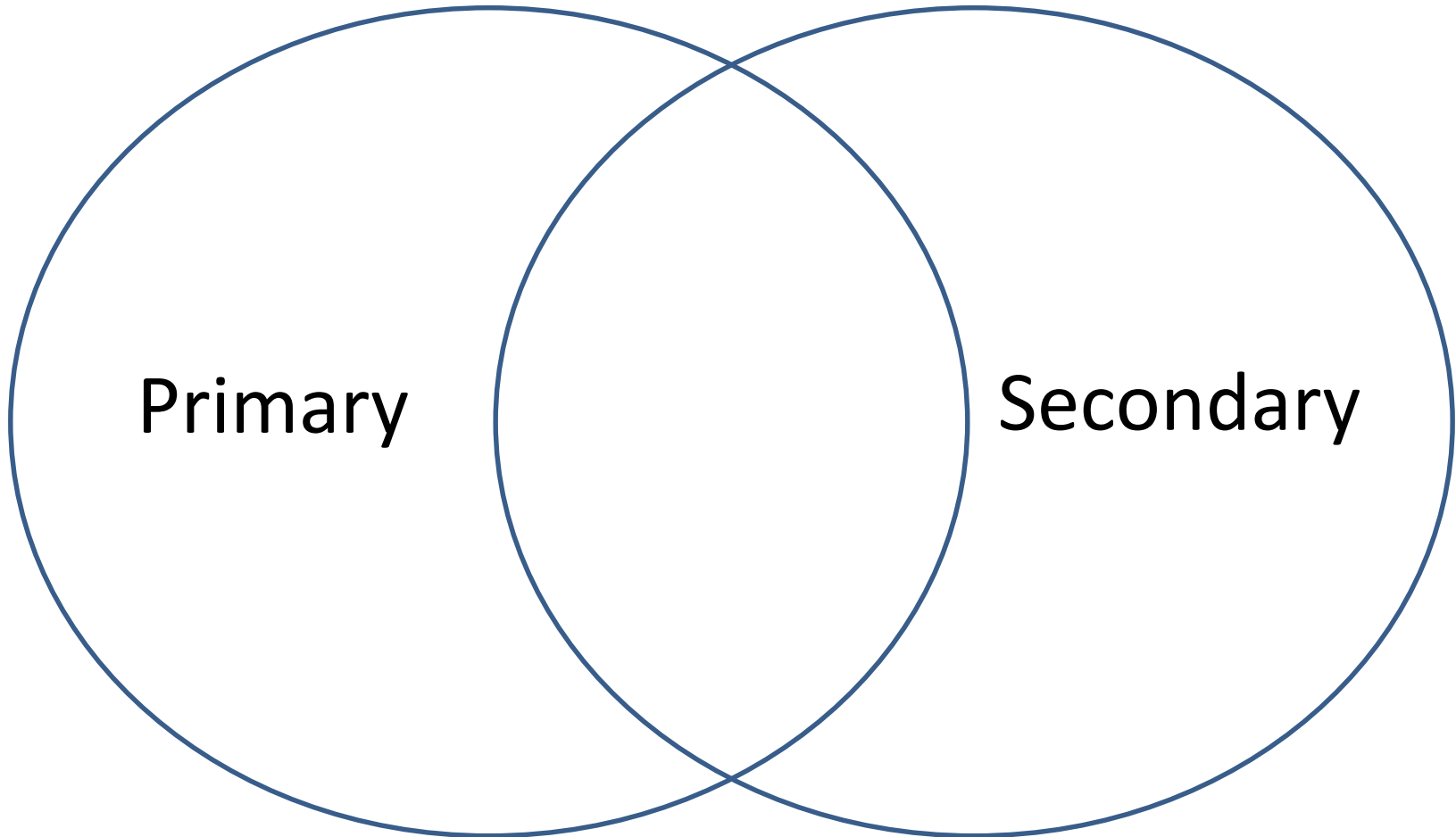


How's and Why's Skills and concepts

- EX: we can teach how to search JSTOR as a repository of peer-reviewed articles – but it includes books reviews. **Why** would I omit or include them?
- We identify the components of citation, but **why** does it matter if an article on nutrition is published in an environmental science journal, a pediatric journal, or a parenting website?



How are these annotations different?



Short, Targeted “Public Projects”



Same topic and author – different genres



References



Print



Copy Project

Media Type

Citation

Microblog
Post

Kraus, M. W. (2015, June 2). Replication results #1: (Red bars) participants overestimated class mobility as in OG study. <http://osf.io/ecavg> [Tweet]. Retrieved from <https://twitter.com/mwkraus/status/605777419572641792>

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Newspaper
Article

Kraus, M. W., Davidai, S., & Nussbaum, A. D. (2015, May 1). American dream? Or mirage? *New York Times*, Sunday Review. Retrieved from <http://nyti.ms/1ON2D49>

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Journal
Article

Kraus, M. W., & Tan, J. J.X. (2015). Americans overestimate social class mobility. *Journal of Experimental Social Psychology*, 58, 101-111. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0022103115000062>

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<http://noodle.to/votingrightsact>

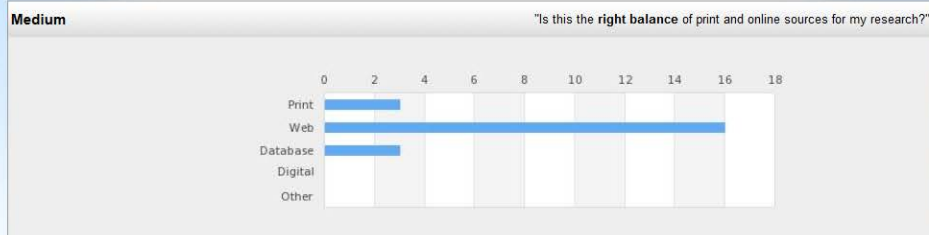
1. Ask students to use this bibliography
2. Have them create a purpose and audience
3. Select the sources that fit (purpose, audience, etc.)
4. Delete the rest
5. Justify their decisions in the annotation fields
6. Add a new source

Other short formative assessments...

- Compose in one genre for an audience, revise in another genre for a different audience.
- Write a paragraph weighing the potential value of one format to a conversation /audience – or compare two formats and justify choice.
- Contribute a single source to a class bibliography – class rates sources based on value to the purpose

Basic Statistics "Have I gathered **enough** information and met the requirements?"

Style:	MLA
Total # citations:	22
Total # notecards:	24 (19 associated with entries in the source list)
Notecard content:	quotation: 23, paraphrase: 23, my ideas: 21



- "Have I gathered **enough** information and met the requirements?"
- "Is this the **right balance** of print and online sources for my research?"
- "Did I make **full use** of the resources available to me?"
- "Is currency important because I am reporting on a **time-sensitive** issue or evolving topic?"

Me <http://noodle.to/americanandream>

- 1
- 2
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- 6
- 7
- 8
- 9
- 10
- 11

Ma Editorial View live Web page	http://www.americanandream.com/americanandream
Web Site Web Page View live Web page	Clowe, J. "Norman Rockwell's Four Freedoms." Norman Rockwell Museum. Last modified August 27, 2013. http://www.nrm.org/2013/08/norman-rockwells-four-freedoms/ .
Newspaper Editorial View live Web page	Cohen, Richard. "Technology Disrupting the American Dream." Editorial. <i>Washington Post</i> , January 19, 2015. http://www.washingtonpost.com/opinions/richard-cohen-technology-disrupting-the-american-dream/2015/01/19/3b4008ee-a00c-11e4-9f89-561284a573f8_story.html .
Video Clip (Online) General Video Content View live Web page	"Economic Mobility and the American Dream." Video file, 03:02. Pew Charitable Trusts. August 11, 2011. http://www.pewtrusts.org/en/multimedia/video/2011/economic-mobility-and-the-american-dream .
Newspaper Cartoon or Comic Strip View live Web page	Horsey, David. "The American Dream Game." Cartoon. <i>Los Angeles Times</i> , 2014. http://www.trbimg.com/img-540f4268/turbine/la-na-ft-history-hinders-black-americans-20140-002/1150/1150x647 .
Web Site Web Page View live Web page	Hughes, Langston. "Let America Be America Again." Poets.org. Accessed February 24, 2015. http://www.poets.org/poetsorg/poem/let-america-be-america-again .
Newspaper Editorial View live Web page	Kristoff, Nicholas. "The American Dream Is Leaving America." Editorial. <i>New York Times</i> , October 25, 2014. http://nyti.ms/1DctM5s .
Newspaper Editorial View live Web page	Krugman, Paul. "Knowledge Isn't Power." Editorial. <i>New York Times</i> , February 28, 2015. http://nyti.ms/1FNN9aA .
Blog Post View live Web page	Lawrence, John. "Redefining the American Dream." <i>San Diego Free Press</i> (blog). Entry posted January 13, 2015. http://sandiegofreepress.org/2015/01/redefining-the-american-dream/ .
Video Clip (Online) General Video Content View live Web page	"MKTO - American Dream (Lyric Video)." Video file, 3:46. YouTube. Posted by Mktovevo, August 8, 2014. http://youtu.be/duFLSXCMc3c . http://www.azlyrics.com/lyrics/mkto/americanandream.html (lyrics)
Web Site Web Page View live Web page	Washington Post. "Post-Miller Center Poll: American Dream and Economic Struggles." Washington Post. Last modified November 25, 2013. http://www.washingtonpost.com/politics/polling/postmiller-center-poll-american-dream-economic/2013/11/25/b83f1c1a-2892-11e3-8ab3-b5aacc9e1165_page.html .

Your feedback is differentiated (and conceptual)

Expert (in doing academic research)

- Stage 3: **Meta feedback**
Explain how to self-assess and why
- Stage 2: **Process feedback**
Describe a type of reasoning and why to use it
- Stage 1: **Task feedback**
Describe how to do a task (e.g., identify a source type) and explain why it matters.

Novice (in doing academic research)

NoodleTools Dashboard



A systematic way for teachers to interact around instruction

Dashboard

Project: Frog Decline

Research Question: What is the impact of our environment on the frog population?

Thesis Statement: [Click To Edit]

History: Project Created: 05/24/12 08:22 PM | Updated: 07/08/12 10:13 AM | [30-day log of work done on this project](#)

Sharing:

[Show me how](#)

Drop Box

Bibliography

Notecards/Outline

Paper

[Amphibian Monitoring Project](#)



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Links: [Group Frog Project](#) | [Select a Species](#) | [Search Your Species](#)

Student Collaboration: [Add/remove students](#)

[Show me how](#)



Components



Works Cited
MLA Advanced
25 entries



Notecards & Outline
23 notecards



Paper
[Open in Google Docs](#)

To Do List

To Do Items

- 5 notecards due
- Contact Northern California Herpetological Society (NCHS) Linda Boyco
<crotalusoreganus1@gmail.com>
- Get supplies with Greg & Marie

10/20/12

Not completed.



Comments

The following people have commented on your project:

Received (CST)

New! Notecard comment (Debbie)

How could you find out if color is "fate" for frogs? [View comment in context](#)

07/08/12 10:16 AM



Notecard comment (Debbie)

The Bd fungus dies at temperature above 27-28 degrees Celsius - perhaps investigate species that live best in warm climates? [View comment in context](#)

07/07/12 05:33 PM



Notecard comment (Debbie)

Why is it important to isolate the origin of Bd? [View comment in context](#)

07/07/12 05:27 PM



Notecard comment (Debbie)

07/07/12 05:24 PM



Student as “apprentice”

- Make connections to real life so that students:
 - Apply what they are learning
 - In increasingly complex situations
 - Where they think and act flexibly
- Over time, they incrementally revise their understanding of a concept
- Documentation is the evidence of learning

Our journey with you...

Threshold / Enduring Understanding

- Concepts within a discipline (“bounded”)
- Subject expert
- Learning as constructing
- Back and forth (“liminal”)
- Rhetorical shifts in reading and writing
- Assignment originates with instructor

Library

- Concepts are cross- or uber-disciplinary
- Embedded “handmaiden”
- One-shot designs
- Step-wise (vs. “recursive”)
- Not a reading or writing instructor
- Co-teaching, for-credit, partnership with learning center or other campus partner

From the AP Capstone™

- “Selecting and consistently applying an appropriate disciplinary or interdisciplinary approach to form a scholarly argument or aesthetic rationale”
- “Provide a complete list of sources cited and consulted in appropriate disciplinary style”

No More Generic Lessons!



- Research models to fit the task and subject
- Lessons embedded in disciplinary language and ways of knowing
- More respect from colleagues



Questions?

Sue Smith

Susan.Smith@harker.org

Debbie Abilock

debbie@noodletools.com