

Getting to Square One

managing cognitive load

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The Problem

Too many adolescent readers have learned how to fake-read. they have become so good at playing the game of school. They have figured out how to get the grade without getting the comprehension.

- Cris Tovani

Real Reading
requires
having a (rather large) set of
background habits

- Identify the Target Audience
- Identify the Author's Purpose
- Understand the Context
- Identify Focal Claim
- Identify Key Terms (Nouns & Verbs)
- Define Key Terms (Nouns & Verbs)
- Identify Examples
- Explain Examples
- Identify Distinctions
- Define Distinctions
- Identify the Question
- Identify Structure of Argument/explanation
- Identify Objections/Concerns
- Identify Responses to Objections/Concerns

It looks like this.



And all that other stuff just kind of
“happens” in the background.

Reading is Mind Reading



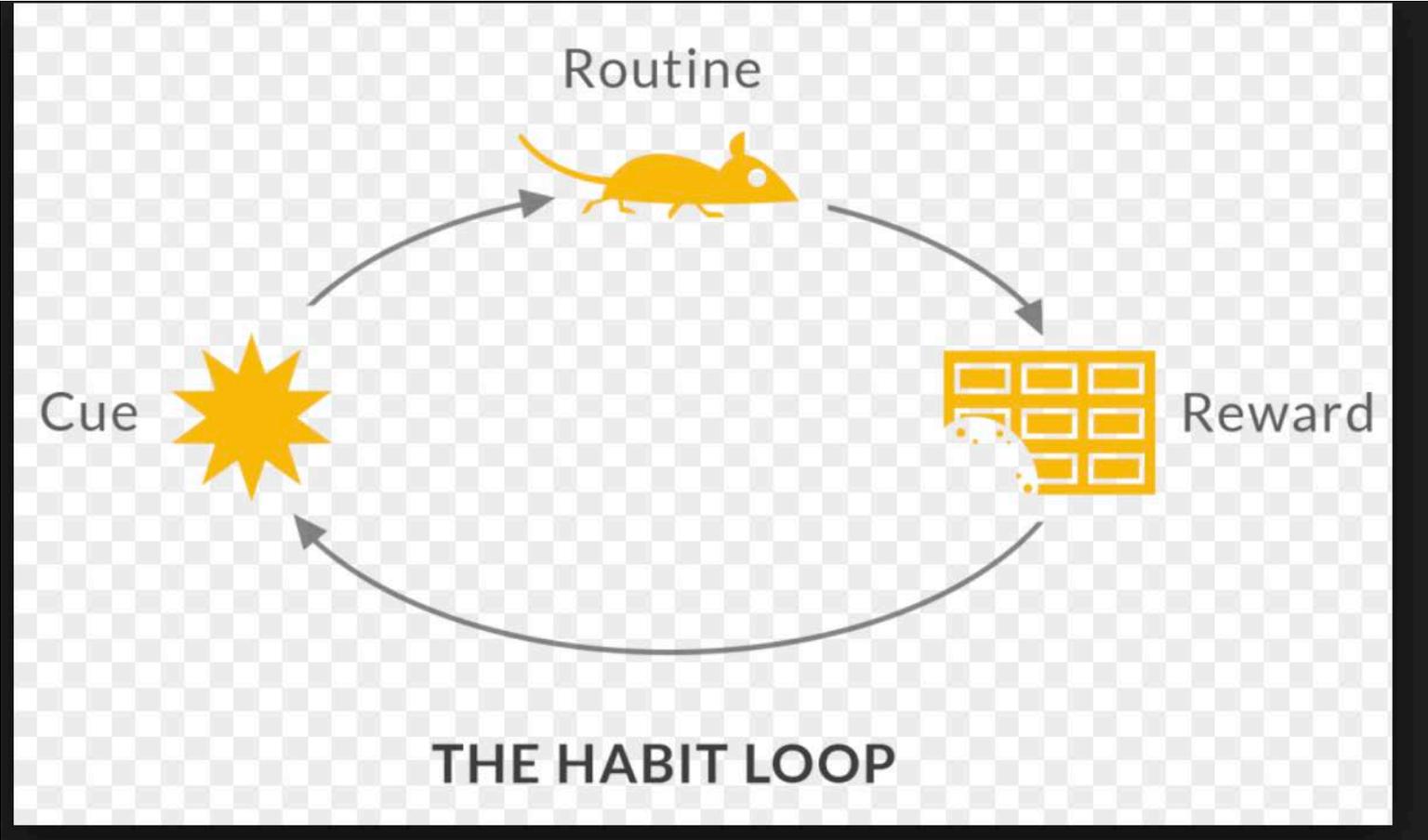
Real Reading

Given enough time, expert readers can understand, completely and in detail, what a writer intended to communicate.

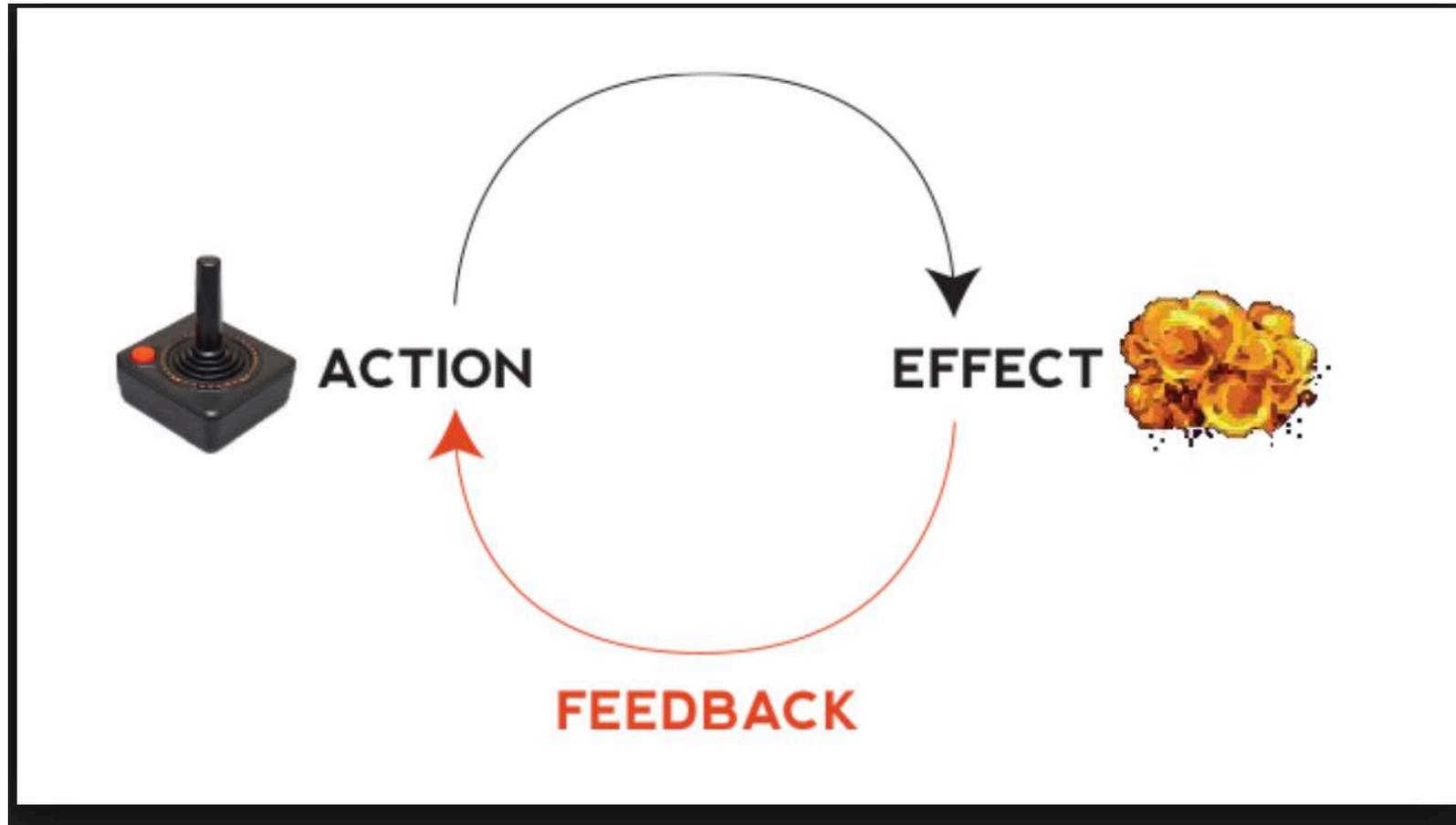
Expert readers have the skills to fill in the gaps in their own background knowledge sufficiently to make good sense of what an author had in mind. Expert readers are skilled at figuring out context, definitions and the structure of arguments and explanations. Expert readers are adept at switching perspectives to alternately take the point of view of the author and the audience the author is addressing.

How do Students learn new habits?

PRACTICE



They only get the habit if they practice a lot,
regularly with feedback.



Notice the patterns of writing errors

- Old skills fall apart as new ones are assimilated.
- New skills cannot be learned if the student is cognitively overloaded.

Confusion at the beginning

- **What distinctions does the author make explicitly or implicitly in the reading?**
- **Briefly explain the rule that you apply to put things into the categories named by the distinctions.**

3. Opinion Vs. facts

4. The rule I used to put them together was some were opinions like no light which is the way the author sees this idea. While. Newton's physics can be proven and its a fact since it can be tested multiple times and will be the same outcome.

What distinctions does the author make explicitly or implicitly in the reading?

#1: Fallible vs. Infallible Thinker vs. Non-Thinker Instructed vs. Uninstructed
Rational vs. Irrational

#2: Believer vs. Atheist Truth vs. Usefulness Christianity vs. Protestantism

Briefly explain the rule that you apply to put things into the categories.

#1: The rule of tolerance or intolerance.

#2: The rule of diversity of opinion.

How do you know if you are free? What makes an authority legitimate?

- **What distinctions does the author make explicitly or implicitly in the reading?**
- Forceful power v legitimate power, slavery v liberty,
- **Briefly explain the rule that you apply to put things into the categories.**
- Forceful power is the imposition of one's desires on another via bellicose approach while legitimate power leads one to achieve their will through impression, influence, and finesse. Slavery is the forceful withdrawal of another's rights by an aggressor while liberty is the maintenance and upholding of rights by and for an individual.

How do you know if you are free? What makes an authority legitimate?

- *Freedom vs. slavery* – freedom is the ability to do as one pleases for his own preservation while slavery is the captivation or the prevention of freedom; freedom is naturally occurring in nature, while slavery is from man.
- *Legitimate authority vs. illegitimate authority* – the only legitimate authority in nature is that between a father and his child; legitimate authority is found in nature while illegitimate authority is gained through force; like the authority of a king between his people.

After 2 semesters of practice...

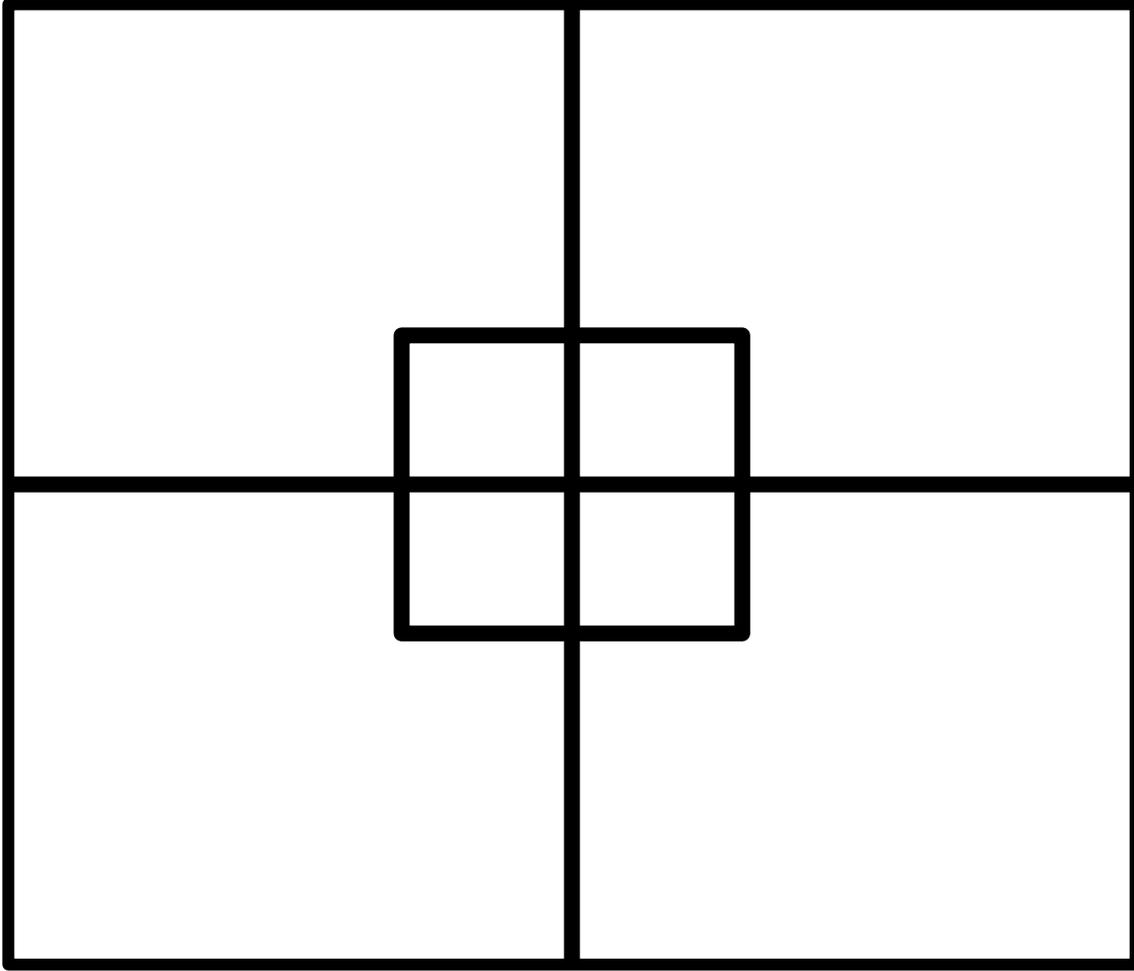
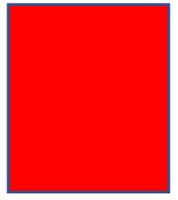
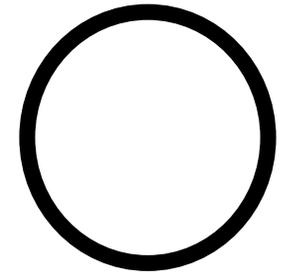
- **In a sentence or two, say who exactly the intended audience is (situated in space and time) and what the author's purpose is in making/engaging in the argument.**
- The intended audience for this work is: the church and state (government, if you will) of London, England in the year of 1689.
- **5c & 9. Present the author's main argument in standard form. (Claim & Premises)**
- P1: The church has a different function than that of the government.
- Tolerance is the main component of a *true* church and Christianity
- Anyone lacking tolerance towards all mankind (including non-Christians), is not a Christian himself.
- Looking closely, The Gospel advocates for tolerance for those who differ in religion and in opinion.
- P2: Religion/church should only be concerned with souls and the salvation of them (spiritual interests).
- P3: A civil government should only be concerned with matters of life, liberty, and general welfare (physical interests)
- Claim: Church and state serve different functions, therefore it is necessary to establish a clear separation between the two.

The Logic Game

by Lewis Carroll

- Some tigers are fierce, No tigers are not-fierce.
- Some hard-boiled eggs are unwholesome, No hard-boiled eggs are wholesome.
- Some I's are happy, No I's are unhappy.
- Some Johns are not at home, No Johns are at home.
- No ducks waltz. No officers ever decline to waltz. All my poultry are ducks. Therefore, my poultry are not officers.
- Everyone who is sane can do Logic. No lunatics are fit to serve on a jury. None of your sons can do Logic. Therefore, none of your sons are fit to serve on a jury.
- The only articles of food, that my doctor allows me, are such as are not very rich. Nothing that agrees with me is unsuitable for supper. Wedding-cake is always very rich. My doctor allows me all articles of food that are suitable for supper. Therefore, wedding-cake always disagrees with me.
- Animals, that do not kick, are always unexcitable. Donkeys have no horns. A buffalo can always toss one over a gate. No animals that kick are easy to swallow. No hornless animal can toss one over a gate. All animals are excitable, except buffaloes. Therefore, donkeys are not easy to swallow.

COUNTERS = OCCUPIED VS EMPTY
RED = 1 OR MORE THINGS
GREY = NO THINGS

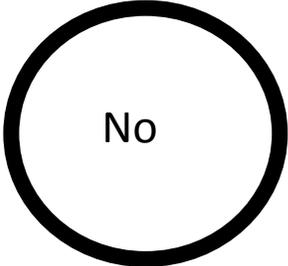


"All new Cakes are not-nice."

"Some new Cakes are nice,"

and "No new Cakes are not-nice."

They CAN do this...



"All new Cakes are not-nice."

"Some new Cakes are nice,"

and "No new Cakes are not-nice."

	New	Not New
N i c e		
N o t N i c e		

The Rubric

<p>Demonstrates full understanding of author's perspective and message. Sympathetically imagines herself into the author's mind, cognitively, affectively, ethically. Can accurately anticipate writer's position on topics not addressed in the reading</p> <p>5 Points</p>	<p>Demonstrates understanding of author's perspective and message. Sympathetically imagines herself into the author's mind, cognitively, affectively, ethically.</p> <p>4 Points</p>	<p>Demonstrates understanding of the author's message. Partially imagines herself into the author's perspective.</p> <p>3 Points</p>	<p>Demonstrates general understanding of the author's message, but is unsympathetic or insensitive to context.</p> <p>2 Points</p>	<p>Demonstrates partial understanding of the author's message. Misses important details, or is unaware of context. Does not attempt to take the author's perspective.</p> <p>1 Points</p>	<p>Ignored part of the reading. Misunderstood the claim, or argument.</p> <p>0 Points</p>
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Well, fine but:

**How Do
YOU
Do THAT?**

“So, what do you do?”

The Rubrics

“Identify & Explain Distinctions”

Identifies only the three most important distinctions 5 Points	Identifies all the most important distinctions 4 Points	Identifies some important distinctions 3 Points	Identifies distinctions (This vs. that) 2 Points	Identifies one category, but not the contrast class (This) 1 Points	Does not identify a category 0 Points
A specific correct rule is given for every distinction, along with one concrete application. 5 Points	A specific correct rule is given for every distinction 4 Points	A rule is given for every distinction, but it may be incorrect or vague 3 Points	The rule is given for some distinctions but not for others 2 Points	An explanation is offered, but no rule is given for how to make the distinction 1 Points	No explanations OR meaningless explanations 0 Points

Beginning Scores:

2.05 /3 	2 /4 
0.09 /3 	1 /4 
4 /3 	4 /4 
0 /3 	0 /4 
1.05 /3 	1 /4 
2.97 /3 	2.08 /4 
3.05 /3 	3.05 /4 
1.05 /3 	1.95 /4 
2.05 /3 	2.95 /4 

4 /3 	2 /4 
3 /3 	3 /4 
3.98 /3 	4.95 /4 
1 /3 	0 /4 
4 /3 	0 /4 
1.98 /3 	1.1 /4 
2.03 /3 	0.03 /4 

Ending Scores:

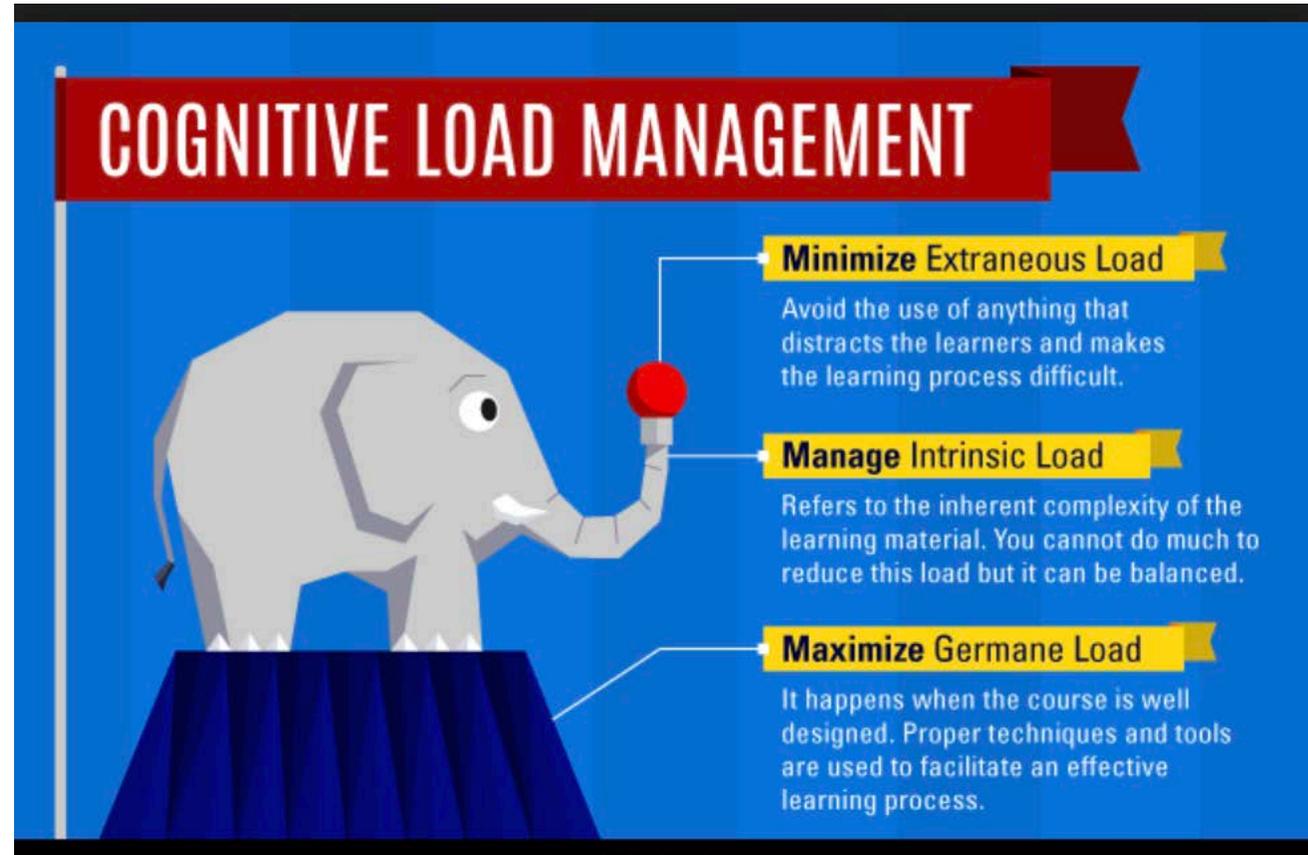
3.6 /3 	4 /4 
3.21 /3 	4 /4 
3.71 /3 	4 /4 
3.25 /3 	4 /4 
3.38 /3 	5 /4 
3.5 /3 	4 /4 
3.4 /3 	5 /4 
3.36 /3 	4 /4 

3.23 /3 	4 /4 
3.17 /3 	5 /4 
3.2 /3 	4 /4 
3.57 /3 	4 /4 
3.07 /3 	4 /4 
3.33 /3 	4 /4 
3.71 /3 	4 /4 
3 /3 	0 /4 

Good Unconscious Habits



Students learn most when we design learning environments and tasks that respect limits on cognitive load.



How we do that and manage our own cognitive load....

