

HANDOUTS

Ci 473

WEEKS 1-2

In Adorno, T.W. (1992). *Negative
Dialectics*. Trans. E.B. Ashton. New
York: Continuum.

INTRODUCTION

THE POSSIBILITY OF PHILOSOPHY

Philosophy, which once seemed obsolete, lives on because the moment to realize it was missed. The summary judgment that it had merely interpreted the world, that resignation in the face of reality had crippled it in itself, becomes a defeatism of reason after the attempt to change the world miscarried. Philosophy offers no place from which theory as such might be concretely convicted of the anachronisms it is suspected of, now as before. Perhaps it was an inadequate interpretation which promised that it would be put into practice. Theory cannot prolong the moment its critique depended on. A practice indefinitely delayed is no longer the forum for appeals against self-satisfied speculation; it is mostly the pretext used by executive authorities to choke, as vain, whatever critical thoughts the practical change would require.

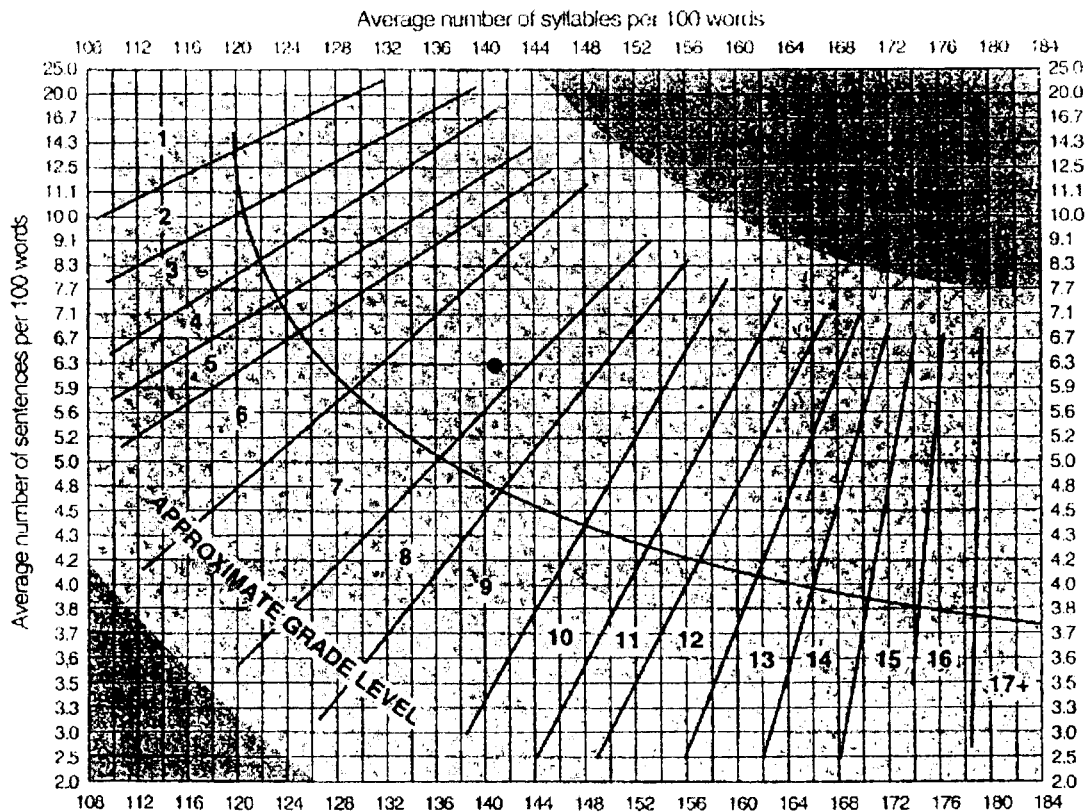
Having broken its pledge to be as one with reality or at the point of realization, philosophy is obliged ruthlessly to criticize itself. Once upon a time, compared with sense perception and every kind of external experience, it was felt to be the very opposite of naïveté; now it has objectively grown as naïve in its turn as the seedy scholars feasting on subjective speculation seemed to Goethe, one hundred and fifty years ago. The inverted thought architect dwells behind the moon that is taken over by extroverted technicians. The conceptual shells that were to house the whole, according to philosophical custom, have in view of the immense expansion of society and of the strides made by positive natural science come to seem like relics of a simpler barter economy amidst the late stage of industrial capitalism. The discrepancy (since decayed into a commonplace) between power and any sort of spirit has grown so vast as to foil whatever attempts to understand the preponderance might be inspired by

NEGATIVE DIALECTICS

the spirit's own concept. The will to this understanding bespeaks a power claim denied by that which is to be understood.

The most patent expression of philosophy's historical fate is the way the special sciences compelled it to turn back into a special science. If Kant had, as he put it, "freed himself from the school concept of philosophy for its world concept," it has now, perforce, regressed to its school concept. Whenever philosophers mistake that for the world concept, their pretensions grow ridiculous. Hegel, despite his doctrine of the absolute spirit in which he included philosophy, knew philosophy as a mere element of reality, an activity in the division of labor, and thus restricted it. This has since led to the narrowness of philosophy, to a disproportionateness to reality that became the more marked the more thoroughly philosophers forgot about the restriction—the more they disdained, as alien, any thought of their position in a whole which they monopolized as their object, instead of recognizing how much they depended on it all the way to the internal composition of their philosophy, to its immanent truth.

To be worth another thought, philosophy must rid itself of such naïveté. But its critical self-reflection must not halt before the highest peaks of its history. Its task would be to inquire whether and how there can still be a philosophy at all, now that Hegel's has fallen, just as Kant inquired into the possibility of metaphysics after the critique of rationalism. If Hegel's dialectics constituted the unsuccessful attempt to use philosophical concepts for coping with all that is heterogeneous to those concepts, the relationship to dialectics is due for an accounting insofar as his attempt failed.



EXPANDED DIRECTIONS FOR WORKING READABILITY GRAPH

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do not count proper nouns, initializations, and numerals.
2. Count the number of sentences in the 100 words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is simply to put a mark above every syllable over one in each word; then, when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then pushing the + sign for each word or syllable.
4. Enter graph with *average* sentence length and *average* number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus *1945* is one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables.

FIGURE 4.10 Fry Readability Graph

Source: Courtesy of Edward Fry, Rutgers University Reading Center

CLOZE PROCEDURE EXAMPLE

The Enlightenment occupies a central role in the justification for the movement known as modernism. The neo-classicizing trend in _____ to see itself as _____ period of rationality which _____ established traditions, analogously to _____ encyclopaedists and other Enlightenment _____. A variety of 20th-century _____, including liberalism and neo-classicism, _____ their intellectual heritage back _____ the Enlightenment, and away _____ the purported emotionalism of _____ 19th century. Geometric order, _____, and reductionism were seen _____ Enlightenment virtues. The modern _____ points to reductionism and _____ as crucial aspects of _____ thinking, of which it _____ the heir, as opposed _____ irrationality and emotionalism. In _____ view, the Enlightenment represents _____ basis for modern ideas _____ liberalism against superstition and _____, although some of the _____ depend on emotional arguments _____ arguably irrational principles. Influential _____ who have held this _____ include Jürgen Habermas and _____ Berlin.

This view asserts _____ the Enlightenment was the _____ when Europe broke through _____ historian Peter Gay calls " _____ sacred circle,"^[8] whose dogma _____ circumscribed thinking. The Enlightenment _____ held to be the _____ of critical ideas, such _____ the centrality of freedom, _____, and reason as primary _____ of society. This view _____ that the establishment of _____ contractual basis of rights _____ lead to the market _____ and capitalism, the scientific _____, religious tolerance, and the _____ of states into self-governing _____ through democratic means. In _____ view, the tendency of _____ *philosophes* in particular to _____ rationality to every problem _____ considered the essential change. _____ this point on, thinkers _____ writers were held to _____ free to pursue the _____ in whatever form, without _____ threat of sanction for _____ established ideas. However, the Romanticism movement that originated in the second half of the 18th century had argued that the Enlightenment had elevated reason to the unwarranted status of a new authority.

The Enlightenment occupies a central role in the justification for the movement known as modernism. The neo-classicizing trend in modernism came to see itself as a period of rationality which overturned established traditions, analogously to the encyclopaedists and other Enlightenment philosophers. A variety of 20th-century movements, including liberalism and neo-classicism, traced their intellectual heritage back to the Enlightenment, and away from the purported emotionalism of the 19th century. Geometric order, rigor, and reductionism were seen as Enlightenment virtues. The modern movement points to reductionism and rationality as crucial aspects of Enlightenment thinking, of which it is the heir, as opposed to irrationality and emotionalism. In this view, the Enlightenment represents the basis for modern ideas of liberalism against superstition and intolerance, although some of the arguments depend on emotional arguments and arguably irrational principles. Influential philosophers who have held this view include Jürgen Habermas and Isaiah Berlin.

This view asserts that the Enlightenment was the point when Europe broke through what historian Peter Gay calls "the sacred circle,"^[8] whose dogma had circumscribed thinking. The Enlightenment is held to be the source of critical ideas, such as the centrality of freedom, democracy, and reason as primary values of society. This view argues that the establishment of a contractual basis of rights would lead to the market mechanism and capitalism, the scientific method, religious tolerance, and the organization of states into self-governing republics through democratic means. In this view, the tendency of the *philosophes* in particular to apply rationality to every problem is considered the essential change. From this point on, thinkers and writers were held to be free to pursue the truth in whatever form, without the threat of sanction for violating established ideas. However, the Romanticism movement that originated in the second half of the 18th century had argued that the Enlightenment had elevated reason to the unwarranted status of a new authority.

How to do

DO A DR-TA

A DR-TA is relatively easy to prepare. The most difficult part of preparation is deciding where to place stop-points, and for novice DR-TA teachers, the tendency is to stop *more* often than necessary, as opposed to less. The only other hard part is learning to ask open-ended, DR-TA-type questions rather than lots of literal questions and becoming used to lesson episodes in which students do most of the talking. Here are the preparation steps:

1. Select the reading assignment (chapter, article, story, and so on).
2. Determine stop-points. Stop first after the title. Then use logical breaks, such as subheadings, chapter parts, and so forth to establish three or four additional stops.
3. Prepare questions to be asked at stop-points; for example, "Based on this title, what do you think the chapter will be about?" "Why?" "Now what do you think?" "Why?" "What do you think we'll learn or find out next?" "Why?"
4. Obtain/prepare cover sheets for students to use to cover text following stop-points (if needed).

Now compare the quality of that response with anticipated responses to the following literal questions:

- "Who are the main characters in the story?"
- "Where does the story take place?"
- "Why was Rigel an outcast?"
- "How did the narrator and the little man differ from the others at the sale?"

The point is that there *is* no comparison between the quality of the student's response to DR-TA questions and the kind of responses the literal questions would encourage. More importantly, it is clear that in the DR-TA literal information is used for the exploration of much larger, student-generated questions: "What is the bond between these two seemingly disparate people?" "How does one reconcile her right to the horse and his need for the horse?" "How can the story end in such a way as to reflect reality and at the same time let both characters 'win'?" These qualitative differences are just as apparent in physics and other content area DR-TA lessons as they are in this one.

The open-ended questions of the DR-TA focus attention on the larger issues, and thus literal meaning remains in rightful perspective. It is only when student response to the open-ended question indicates misunderstanding that literal questions are asked. Literal questions are asked immediately to clarify and remove the misunderstanding; as soon as that is accomplished, teacher questions should return to the types described earlier.

How to do

THE COMBINED CONTENT DR-TA, GROUP MAPPING, AND VSS

One of the nicest things about the Content DR-TA is how easy it is to use with just about any text or other learning medium. It requires no special materials or equipment, no elaborate preparations, and no alteration of text or textbooks.

What is critical is that you define *explicitly* the lesson topic and goals you wish to address so that you can establish clear focus for what the students respond to in the two stages of idea-listing. The first stage is always focused on the *general topic*: the prior knowledge and previous experience students have *related* to the actual topic of study. This is followed in the second stage by attention to the *specific topic*, which is made fuller because of the associations triggered by the previous exploration of related information. The following steps will lead sequentially through the Content DR-TA, GMA, and the VSS.

CONTENT DR-TA

1. Ask student teams to list everything they know about a *general topic* (for example, "whales," "baking," "algebra," or "baseball"). 6 to 8 minutes.
2. Announce *specific topic* (for example, "feeding habits of humpbacked whales," "yeast bread baking," "factoring," or "fielding").
3. Ask students to predict what information on their lists might appear in the reading (✓); add any new predictions they have. 2 to 3 minutes.
4. Ask students to read the assignment; note how well they predicted (*).
5. Lead short discussion about the predictions and the reading (for example "How well did you predict?" "How many of your ideas appeared in the reading?" or "What new ideas appeared?").

GMA STUDY AIDS

6. Ask students to map their perceptions of the reading without talking to anybody and without looking back at the reading. Remind them that the maps will be used as study aids and should include all information they consider important.
7. Ask partners to share their maps with one another and to assist each other in elaborating what they considered important, how they chose to organize it, and why they made the choices they made. Allow students to refer to the reading as they wish.
8. Lead whole-class display and discussion of selected study maps.

VSS STUDY AIDS

9. Have student teams choose a word or term that students believe to be important to the chapter. Teams should be prepared to tell where they found the word, what they think it means, and why they think it is important. (You also nominate a word.)
10. Lead discussion as words are nominated and defined; write all nominated words on the board.
11. Lead discussion for students to choose the final class vocabulary list; review and refine definitions of words on the list.
12. Have students enter vocabulary words on their study maps where the words fit the map. Mark vocabulary words with an asterisk.
13. Develop follow-up activities for using the vocabulary words meaningfully.
14. Provide opportunities for students to elaborate on what was learned.

Round Robin Reading: An Ineffective Strategy

Overview

Round Robin Reading—defined in The Literacy Dictionary as “the outmoded practice of calling on students to read orally one after the other” (Harris & Hodges 1995, p.222)—poses many problems.

Abandoning Round Robin reading does not mean foregoing all oral reading. There is a place for oral reading in the classroom in addition to silent reading, but it must be done for specific, authentic purposes: to develop comprehension, to share information, to determine strategies students use in reading, and to help a struggling reader achieve greater fluency. Oral reading is a means to an end, not the end itself.

From Goodbye Round Robin Reading by Opitz and Rasinsky 1998

Despite its widespread use, Round Robin reading has never been widely advocated nor endorsed by scholars of reading. For example, Eldredge, Reutzel, and Hollingsworth (1996) found that it was inferior to the shared book experience, another form of instructional book reading, in promoting word recognition, accuracy, fluency, vocabulary acquisition, and comprehension.

Round Robin reading's drawbacks have been recognized by scholars for years. So why do teachers continue to practice it? The answer lies in the fact that teachers have not been given many viable alternatives (Hoffman, 1987). Indeed, in many teacher education classes, the only alternative to such traditional forms of oral reading is silent reading. Without more progressive forms of oral reading, silent reading is given primacy in elementary classrooms by default or oral reading is simply not an option.

From The Fluent Reader by Timothy Rasinski (2003)

The majority of teachers believe that Round Robin reading is the way to help children practice fluency, share content and build comprehension through oral language. In fact the only purpose it serves is to assess students' oral reading skills before the child has had adequate time to practice. However, as Glazer and Moats (2008) describe teachers do need to monitor and assist students while they are reading to improve their fluency by listening to students read, provide feedback, ask for a retell, and assist with decoding of unknown or missed words.

Problems with Round Robin Reading

1. Round Robin Reading can cause unnecessary sub-vocalization. While one reader is reading aloud, the others are expected to follow along, reading silently. Because oral reading is slower than silent reading, the silent readers are therefore encouraged to sub-vocalize every word. This sub-vocalization may become internalized and cause slower reading rates. (Opitz and Rasinski)
2. Round Robin Reading lowers the quantity of reading. Oral reading is much slower than silent reading and the amount of reading that will occur during Round Robin Reading is less, both in quantity and meaning (Hoffman & Rasinski, 2003). One of the most serious concerns regarding Round Robin Reading is that it does not provide an accurate view of reading for students. It assigns too much importance that reading be pronunciation-perfect instead of recognizing the importance of comprehension. (Durkin, 2004)
3. Round Robin Reading can lower self-esteem. Students do not gain confidence during Round Robin Reading, instead they are often embarrassed and their self-esteem is lowered. Round Robin Reading is unrehearsed and can be challenging and frustrating especially because teachers correct students' errors in a public way, usually before the students can attempt to self-correct. (Beach, 1993; Hoffman, 1987; Kelly, 1995)
4. Round Robin Reading can cause inattentive behaviors, leading to discipline problems. Although students are expected to follow along, they rarely do. Instead they are reading ahead,

because either they are faster readers than the person who is reading aloud or they are practicing the part they will be expected to read. Or they aren't paying attention at all but are poking and whispering to the other children. The result? Little attention is given to the meaning of the passage being read. Also, some children may be reprimanded for not following along, which leads them to a less than favorable view of reading.

5. Round Robin Reading consumes valuable classroom time that could be spent on other meaningful activities. Because oral reading, being much slower than silent reading, takes longer, the number of words that students will read over a school year can actually decrease (Stanovich 1986). Add to this slower rate the additional time that is used to keep students on track, reminding them where to focus, and a considerable amount of time has been invested in an ineffective activity. (Opitz and Rasinski)

6. Round Robin Reading can hamper listening comprehension. Instead of truly listening to others read, students are preoccupied with following lines of print and looking ahead, either because they are bored or because they are trying to give themselves some practice before they will be expected to read aloud before others. In short, they are distracted. Yet we know that listening comprehension is an important skill. Some studies suggest that listening comprehension and reading comprehension are related and that children who do poorly with listening comprehension will also do poorly with reading comprehension. (Daneman, 1991). "In terms of listening and meaning-making, this strategy is a disaster". (Sloan & Lotham, 1981, p.135)

7. Round Robin Reading can be a source of anxiety and embarrassment for students. Reading aloud to others without the opportunity to rehearse causes much anxiety and embarrassment. Students are so focused on "saving face" that they forget the real purpose of reading—to comprehend.

8. Round Robin Reading can work against all students developing to their full potential. Research has shown that when children make a mistake when reading aloud—especially children who are struggling with reading—they are corrected by others before they have an opportunity to correct themselves (Allington, 1980). One of the most important skills for all children to learn, however, is to monitor themselves, paying attention to meaning and self-correcting when meaning is interrupted. Because less fluent readers are generally not afforded this opportunity, they are less likely to develop this most important skill.