

Procedural suggestions for Tutorial #2: Reverse Outline and Citing Sources

Some information:

My office: Rm. 3256

I will be putting copies of the first two pages over the article used in the small group discussions in your mailbox.

Overview:

- Provide some basic information about tutorials (as needed)
- Go over slides- purpose of critical reading
- Small group exercise: Answer basic questions about sample article.

Procedural suggestions for Tutorial #2:

1. You may want to go over tutorial procedures again, briefly, introducing yourself and reminding them of the sign-in procedures and to display their name tag. (2 or 3 min)
 - a. Just a friendly reminder: Probably the easiest way for you to keep track of their participation is to put a star or checkmark next to the name of those who participated most (there could be 2-3 or even 6-7 in each tutorial section) at the end of each tutorial. At the end of the term, we can see who participated most.
2. Assignment submission: Remind them they need to bring a paper copy to tutorial and also submit an electronic copy through the portal site. Tell them about the dropbox for late assignments has been set up at the entrance of the Department of Geography.
3. Create teachable moment (students don't know what they don't know; you need to convince them that you can teach them something useful). The point here is to challenge and engage them, not to humiliate them or deflate their egos. **One** of the following might work—option E for 2 or 3 minutes seems best for the ENV201 workshop.
 - a. Personal story about disorganized thoughts
 - b. Ask about their use of outlines and values and problems with them? Has anyone used a reverse outline
3. Go though PPT slides on reverse outlining- 10-15 minutes- stop before the citing sources slides
4. Exercise in small groups of four (20 minutes, including reporting to group as whole)

- a. Hand out the photocopied part of the article and tell them the full article is available through the portal site. Have students read the first two sections: Introduction and Conceptual framework
 - i. Have individuals create a reverse outline of the first two sections
 - ii. Compare their outline with the others in their group, reflect on ease/challenges of doing this exercise
 - b. save 10 or so minutes at end to create reverse outline as a whole group
 - i. note the use of short paragraphs ensured a single idea presented in each one—a good strategy if you are having trouble separating/organizing your ideas is to start with very short paragraphs that may be combined or reordered later
 - ii. note good use of topic sentence meant reverse outline almost wrote itself in places; made it easy for reader
 - iii. Any value in doing a reverse outline for an assigned reading? Or reading as part of researching a paper?
5. Go over citing sources slides; remind them of importance of this for the last three assignments.
 6. Reserve a few minutes at end for questions about upcoming assignment.