Fullerton College
110 Anti-bias Perspective Seminar

Double Entry Preparation Exercise

**Purpose:** --To experience the steps necessary to explore complex issues using an anti-bias lens or multiple perspectives. --To use critical thinking skills, divergent questionings, etc. - To prepare for the seminar discussions.

**Directions:** Two articles will be used for this exercise.
1. Chapter One of Text: *What is Anti-bias Education?*
2. Syllabus article #10: *Why do we Need this Class?* – Multicultural Education for Teachers. Valarie Ooka-Pang
3. You will use the "Double Entry" Process forms.
   The double entry process allows students to record their responses to the articles/text as they read. **In the left-hand column**, the student identifies (copies or summarizes) text which is intriguing, puzzling, or moving, or which connects to a previous entry or situation. **In the right-hand column**, the student reacts to the quotation or summary. The entry may include a comment, a question, a connection made, an analysis. **You need to show critical thinking!** Entries are made whenever a natural pause in the reading occurs, so that the flow is not interrupted constantly.

**Tips for Critical Thinking:** You want to reflect on the ways you react to the reading.
*These tips will also help you when:*
  • You begin work on your Portfolio;
  • You participate in group discussions on the Readings;
  • You practice Modeling Your Seminar Skills.

  • What do you find interesting in this reading assignment? Summarize (left hand column) the point of interest and then discuss why you find it interesting (right hand column).

  • What do you find unclear in this reading assignment? Summarize the section you find muddy or foggy (left hand column) and explain what you think it means but why you're still uncertain (right hand column).

  • What do you find "linkable" in this reading assignment? Something may link up with your previous reading in this class or in others. Perhaps it links up with an experience you've had or a theory you're developing (left hand column). Explain the linkages you see (right hand column).

  • What do you find stimulating or exciting in this reading assignment (left hand column)? Summarize the section (right hand column).
• What do you find contradictory in this reading assignment? The passage in question may seem to contradict something else the writer(s) has said; it may contradict your reading in another class or in another reading in this class; it may contradict common sense; it may contradict your experience or expectation. Explain the contradictions (left hand column). Try to work out what you are going to think about the ideas associated with it (right hand column).

• What do you find debatable in this reading assignment (left hand column)? Who would debate this passage and what arguments would he or she bring to the debate? What do you think about the possible positions one can take on the issue discussed in the reading (right hand column)?

• What do you find practical or useful in this reading assignment? It might be useful in your daily life now, in your professional life now or in the future, in your academic research as you prepare to work on your Portfolio (as an example). What specifically is useful, and how can it be used (right hand column)?

Sample Double Entry Process Form:
• You will be given forms for Double Entry Practice Exercise #1.
• You may pick up additional forms while they last on the front table.
• You will be responsible for downloading the forms from the website used for this class: (http://staffwww.fullcoll.edu/clamm).

<table>
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<th>Double-Entry Process</th>
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<td>Quotation/Summary from Readings.</td>
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