

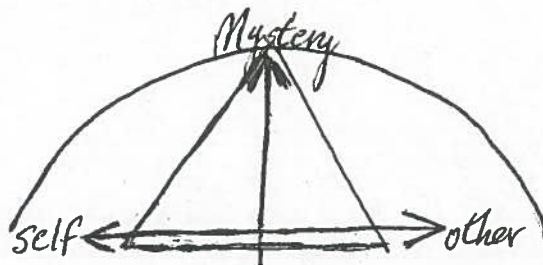
WEEK I

CORPORATE FOUR-LEVEL CHARTING WORKSHOP

WEDNESDAY

I. SETTING THE CONTEXT FOR CHARTING

1. How many of you think that you can't chart? How many are having trouble with the charting? Well --how many here can read a clock?/ drive a car?/ read a calendar?/ get dressed in the morning by yourself? Well if you can do any of these then you know how to chart. Charting is the way life is. It is nothing other than creating for ourselves rational pictures of reality that allow us to live our lives. The only way you made it to this room this evening is because you have a chart of the grounds of the ITI. The only way you didn't get hopelessly lost on our trip this morning is because you had some kind of a chart of the city -- even if it was simply knowing where the bus was.
2. Charting is dialogue -- a three-way dialogue. It is first a struggle with the self. The issue here is always that of authenticity and freedom. In deciding to chart I am deciding to open myself anew to the freedom that humanness is. In the second place, charting is a struggle with the other, i.e. the author of the paper. Here we are wrestling with the issue of the objective words of another human being which unavoidably changes us -- even if we radically disagree with the author. Finally and most important of all is the dialogue with the Mystery of life itself. In charting we are thrown up-against the way that life is and we're given the opportunity to come to terms with the given. This is really the transparency of the dialogue with the self and the other.



3. Finally, there are at least four blocks to charting that need to be pointed out. Be careful that you don't get trapped in any of these or you'll never learn to do this:
 - *mis-use of time: spending alot of time drawing the chart, e.g. using a ruler to make sure all of the divisions are exact, writing down lots of little words below the line, etc. Put away those rulers! These are working charts--we're not going to put them up in a museum.
 - *not trusting your intuitions ("I must be 100% accurate/right!")
 - *not using the objective paper (trying to make paper say things it doesn't)
 - *victimization/fear of printed page ("I'm not scholarly/can't read/etc.")
 - *unwillingness to struggle or change (this is really the biggest block!)

WEEK I

CHARTING WORKSHOP cont.

WEDNESDAY

II. GETTING OUT THE INITIAL PICTURE

1. Pass out the paper by Kenneth Boulding called The Image. Instruct the participants to leave the paper on the table face down. After everyone has a paper begin by quickly getting acquainted with the paper:
 - pick up the paper (don't open yet) what immediately strikes you about the paper?/ is it heavy?/ light?/ what's the title?
 - smell the paper-- what does it smell like?/ put it up to your ear and listen to it--does anyone hear the paper saying something?
 - Now open the paper and quickly look through it-- what are some things you notice about the paper?/what are some words you notice?
 - make an initial guess--what do you think this paper will be about?
 - quickly number the paragraphs of the paper--make your numbers big so you can see them. How many did you get?
2. Now take a blank sheet of paper and turn it on its side (it's easier to work with a chart horizontally for this is how our eyes tend to operate. Does everyone have a pencil? eraser? About one third of the way down draw a line and divide it into 27 (?) paragraphs. Put chart on the blackboard. (Don't draw your paragraph divisions all the way down.)
NOTE: you will need to have some of your more experienced faculty who are thoroughly on top of charting wandering around the room helping people who seem to be having trouble, It is crucial that EVERYONE participate in and learn how to do this!)
3. We are now going to quickly see if we can discover the structure of the paper. When you are looking for a paper's structure you are not interested in the content of the paper. Rather you are looking for such things as the introduction, the conclusion, where in the paper the author makes his points, etc. An author will usually give you clues to the structure by using such words as in the first place, secondly, finally, what this means is, on the other hand, etc. Ask the group to think of some other structural clue words. Now quickly go through the paper and read only the first 5 words of each paragraph and circle any words that are clues to the paper's structure. Don't worry if you understand the structure--you're being like a detective now--hunting for clues. Give them 3 minutes. At the end of this time ask them to call out some of the clues they found. Pedagogue writes these on the chart on the blackboard. Have the class copy these down on their charts.
4. Next we are going to quickly hunt for some clues on the content of the paper--clues that tell us just what the paper is about. Now take 10 minutes and read only the first and last sentence of each paragraph. Circle any words that give you a clue to what the paper is about--what is the topic of the paragraph. There may be some paragraphs where you have no words circled because you don't get any clue from that paragraph. DO NOT READ ANY MORE THAN THE FIRST AND LAST SENTENCE. At the end of the allotted time record the key words of content on the board.

III. DEPTH DIALOGUE: TOPICAL AND FUNCTIONAL TITLES

1. Now, as you look at the structural clues and the content clues, where do you see emerging sections or divisions in our chart? Where is the introduction? What clue do you see in the paper that reveals that? What about the conclusion? What clue reveals this? What other divisions do you intuit/ guess from our work so far? (Note: always push them over-against the objective paper so they can begin to recognize these clues) As these sections begin to become clear draw these divisions on the chart and put initial functional titles below the line (i.e. words like introduction, conclusion, main proposition, etc.) Make initial holding content titles for the sections of the chart that are clear.
2. As you look at the chart so far, where do we need more data to get clear on the divisions or the section titles? Star these places on the chart on the board and then give them 5 minutes to look at only those paragraphs and get the questions answered. Remember we still are not reading the paper--our only concern is to get out an accurate picture of the structure and content of the paper. At the end of this time record any necessary changes on the board.
3. Now consense on the sections of the paper and give each a content or topical title. You are after titles which point to the topic being discussed in a particular section of the paper. The titles need to reflect the actual content of the paper--they can be imaginal but not disrelated to the author's content. Ask one person to give a title to the whole paper.
4. All that we've been doing so far is just the first level of charting. There are really three more levels that we want to look at quickly in the remainder of our time. We've really already begun dealing with the FUNCTIONAL CHART. This chart tells you what role each section plays in the total paper. Draw the lines under the chart that is on the board so that it reduplicates the chart on the top. The functional chart is a duplicate of the topical chart but its titles only tell you what role the sections play in the total paper. For example, we have already decided that this first section is the Introduction and this last section is the Conclusion or Summary. These are functional words. Introduction doesn't tell you anything about the content of the paper, but it does tell you where to look for the actual beginning of the discussion. Quickly help the group come up with functional titles for the rest of the divisions on the chart. The pedagogue will have to ask some fairly leading questions to enable them to do this quickly. After completing this ask the group: "How is the functional level of the chart helpful?/ How does it illuminate the topical level?

WEEK I

CHARTING WORKSHOP
(cont'd)

WEDNESDAY

IV. ARTICULATING UNDERSTANDING: THE PROPOSITIONAL AND EXISTENTIAL LEVELS

1. The Third level of charting is called PROPOSITIONAL CHART. Here you struggle to get said in your own words what the author has said in his paper. The Propositional Chart is a mirror image of the topical chart. Draw this on the board and have the group copy it on their own chart. (NOTE: the divisions on the propositional chart correspond to the KEY divisions on the topical chart. For this paper you should have 7-9 key divisions, i.e. key sections).
2. Quickly divide the group into 7-9 writing groups (depending on the number of key sections on your chart) and assign each group one sentence for one section of the chart. What they are to do is to quickly look over their section of the paper and then in their own words write a sentence restating what the author is saying in that section. The group is to corporately create this sentence.
3. Have one person from each group come to the board to write the group's sentence onto the chart. While he/she is doing this, have the rest of the group move on to the EXISTENTIAL CHART.

The Existential level of charting is where you begin to have a real dialogue with the author in terms of where you agree and disagree, where you'd like to ask him some questions, your own critique of the paper, etc. Up until now you have only been trying to hear what the author is saying. Now turn your chart over and on the back, answer these questions:

- what new knowledge or image shifts have I gotten from this paper?
 - what is the personal address of this paper to me?
 - what is the positive contribution this paper makes to my own self-understanding?
 - what is my critical appraisal of this paper?
4. Sing a song. Have a representative from each of the propositional sentence-writing groups ready their group's work. After all of the sentences have been read ask: How was this part of the charting helpful? How did it illuminate/clarify the work we did on the topical and functional chart?
 5. Get a quick sampling of the work they did on the existential level of the chart. You see what we have done and no one has even read the paper yet.

V. CORPORATE REFLECTION ON THE WORKSHOP

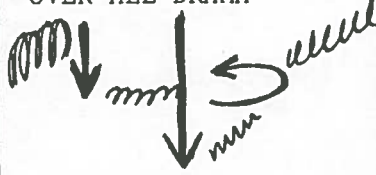
1. Pass out the printed charting format and quickly explain its use. (Charting procedures pages)
2. Reflection:
 - what do you remember out of the work we've done this evening?
 - what was the most exciting part of the workshop?/ the most difficult?

CHARTING WORKSHOP
(cont'd)

WEEK I

WEDNESDAY

- where were you surprised as we worked?
 - what did you learn?/ what were new insights you got into effective study?
 - where did anyone have a breakthrough in terms of the method?
 - how might you use this method back in your local situation?
(point out here that you can really chart anything--maybe you should experiment using this method to study the Bible or maybe for reading the newspaper and finding out what's really going on in the news, etc.)
 - what questions do you have about the method?
 - do you all feel that you can do this now?
3. Make announcements, then send the group out to be the charters of the future for all of mankind.

RATIONAL OBJECTIVE to gain understanding and skill in using the charting method	EXISTENTIAL AIM to be excited by the simplicity and profund- ity of their own rational powers	PREVAILING MOOD struggling/ enlivened	OVER-ALL DRAMA 	PARTICIPANT SCREEN confused by procedures decisionally blocked refusal to risk excited/engaged
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INTRODUCTION		SYMPHONY				CONCLUSION
ENTRANCE Sing a song and clear the dishes		I	II	III		TEACHING IMAGE The Chart
SYMBOLS papers/ blackboard	Titles	getting out the initial picture	depth dialogue: topical/functional	articulating understanding:prop- ositional/exist'ial	short courses & lecturettes	
OPENING WORDS How many here think they can't chart?	Rational Objective	to quickly grasp the structure of the paper	to name the chart sections & under- stand their functions	to articulate in own words the con- tent & address of the paper	-Charting is the way life is-everyone charts.	PERSONAL WITNESS This is great work-- charting has helped me
RITUAL Can you read a clock/drive a car/read a calendar/get dressed by self?	Existential Aim	to be surprised by their own abil- ity & intuitions	to risk partici- pation in the corporate creation	to experience deep gratitude for the method itself	-Topical: What are the parts?	BODY POSTURE Excited Standing
GAMES If you can, you can chart.	Workshop Steps	1. Context the charting dynamic 2. Laying out the chart 3. Scanning for structure & content	1. Draw emerging sections 2. Create section titles 3. Name the sec- tion functions	1. Writing the propositional sentences 2. Existential dialogue with the paper 3. Corporate reporting & reflection	-Functional: What do they do? -Propositional: How do I say that? -Existential: What do I say back to the paper?	RITUAL The Lord be with You
TIME		30 minutes	40 minutes	50 minutes		EXIT Stay <u>around</u> for questions

4-LEVEL HOLDING CHART

PAPER

NAME:

DATE:

TOPICAL

para

FUNCTIONAL

PROPOSITIONAL

EXISTENTIAL: (Write on the back) 1. The new knowledge or image shifts, 2. The personal address this paper provoked in your life, 3. The positive contribution to your self-understanding, 4. Your critical appraisal of the paper.

TOPICAL		IMAGES CREATE THE WORLD																
		How Images Change								Value Screen Determines Receptivity								
		I The Occasion of Change			II Message Impact on Images					III Images of Value			IV Favorable Messages				V Knowledge: Conversation	
		Location	Image of World		Meaning of the Message	Revolutionary Change		Slight Shift		Fact & Value	Scale	Resistance	Little change stability	Internal Consistency	Integrated Messages	No Fact	The Art	Inner
Governs Behavior	All of Life		Radical Change	Reject		Clarify	Doubt											
para		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
FUNCTIONAL																		
PROPOSITIONAL																		
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IM-A You Are Accepted

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3 Level Chart. A73

TOPICAL	Sin & Grace as Responses in Our Lives														
	Two Strange Words		Tradition on Sin & Grace			Experience of Separation & Reunion									May Grace Abound
			Sin		Grace Benefit / Transf	Look Down	Separation				Reunion				
			Im-Moral Act	State of Sep.			Others		Self	G. of B.		Happen of Grace	Re-un. with Others	Re-un with Self	
							Life Life	Groups groups		whole Life	Despair				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
FUNCTIONAL	Introduction		Definitions			Existential Experience									Exhortation
			A		B NOT IS	Trans- ition	A				B				
			Not	IS			1		2	3		3	2	1	
							Private	General		Disc	Qual				
PROPOSITIONAL	1.		2.		3.	4.		5.	6.		7.	8.	9.		
						11.					12.				
	10.					13.									
	14.														