
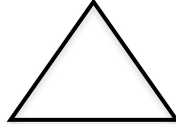

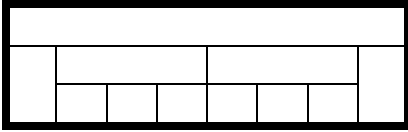


## CHARTING METHOD AND PRACTICE (4 minute context)

LIFE METHOD	DIALOGUE/TRIALOGUE	BEFORE CHARTING	CHARTING PROCESS
			
<p>Everyone is always charting. You are always using your rational faculty to order the chaos you run into. Example: attending a party</p>	<p>Charting helps you really read what the author is saying — not only with words but between the lines.</p>	<p>Openness — Make a decision to be open to the author’s insights. What are the author’s understandings about life?</p>	<p><b>THE WHOLE</b> — The top space shows the unity of what the whole paper is about.</p>
<p>What are the facts? What are they telling me? What does this mean to me? Now what do I do?</p>	<p>Charting involves the willingness to change.</p>	<p>Often we look first for what is wrong with a paper or a book.</p>	<p><b>THE PARTS</b> — This reveals the ways the author has developed the theme of the paper or book.</p>
<p>Charting is a means of making sense of information by seeing the author’s structure of a book or paper.</p>	<p>Triologue: You, the author, the reality of life</p>	<p>Be prepared to ask the book or paper questions. “What are you about?” “How is x related to y?”</p>	<p><b>THE RELATIONSHIP OF THE PARTS TO THE WHOLE</b> — This reveals the structure of the author’s mind.</p>
<p>The physical aspect — the horizontal nature of the chart — left to right, and all on one page. The psychological aspect — we want to fill in empty spaces.</p>	<p>Triologue: Teacher, Group, Paper.</p>	<p>It is important to make your own chart. Then it becomes personal, not just academic.</p>	<p><b>GROUNDING</b> — One moves from an intellectual grasp to seeing how the author is addressing one’s own life situation.</p>

## Charting: A Study Method

Charting reveals the structure of the thinking of an author. It permits one to dialogue with the whole and then decide what parts to concentrate on. The method requires making decisions about the reading in every step, creating a give and take relationship with the author.

<b>The Whole</b>	<ol style="list-style-type: none"><li>1. Number the paragraphs of the article or book you are studying (or use the book's page numbering).</li><li>2. Turn an 8 1/2 x 11 sheet of paper horizontally and draw a line across it 1/3 down from the top.</li><li>3. Divide the line so that there is one space for each paragraph or page number.</li></ol>
<b>The Parts</b>	<ol style="list-style-type: none"><li>4. Scan the article or book, looking for clue words (e.g., <b>content</b> or <b>structural</b> words like 1<sup>st</sup> and 2<sup>nd</sup>). Write these clues under the appropriate number.</li><li>5. Quickly read the 1<sup>st</sup> and last sentences of each paragraph, writing key words on chart to help recall what the paragraph is about.</li></ol>
<b>The Relation of the Parts to the Whole</b>	<ol style="list-style-type: none"><li>6. Mark the paragraphs that go together above the line.</li><li>7. Give a title to each grouping of paragraphs.</li><li>8. In your own words, give a title to the whole.</li><li>9. Turn page over and draw an image of the article or book.</li></ol>
<b>Grounding</b>	<ol style="list-style-type: none"><li>10. What is the author saying?</li><li>11. Where have you experienced this?</li><li>12. What would you like to ask or say to the author?</li></ol>