Text Resources

Your group will work together to have expert familiarity with the text to help guide class discussion. You will work together to read the text closely and take notes to help your group contribute to the discussion for that day. You do not need to share notes with the class.

What are we contributing?

The research for that day is often the starting point for discussion. It is also often the resource the class will use together in class to address or understand an issue or question. Your close understanding of the text will help the class identify and discuss the portions of the text that are useful for discussion and for answering questions that the **Discussion Questions Group** and others raise.

How do we begin?

It can be useful to keep a list of technical terms (and where they are) in case we need to work on understanding what they mean.

It can be useful to have a big-picture understanding of the structure of the research:

- where do we find the author(s) announcing their goals for the research?

- where do we find the central argument(s)?
- where do we find considerations of potential problems or objections?
- where do we find illuminating examples, cases, thought experiments, etc.?
- where are there particularly dense or unclear passages that are nevertheless important?
- where is the main conclusion that the author(s) intend for the readers to understand?

What do we do from there?

You are providing a central resource for discussion — a close understanding of the text — which primarily means contributing to discussion by drawing your peers to that resource and asking them to examine it together.

Luckily, you'll have your **Discussion Coordination Group** and your **Discussion Questions Group** to rely on. Much of what you'll do depends on responding to the questions and discussion they generate by helping us to find explanations and answers in the text.

Extra Tips

Detailed notes on the text are less useful than a general feel for what information is where in the text.

Skimming is key for getting a sense of the structure of the text and for identifying key elements of the text (arguments, examples, etc.).

There is a lot of extraneous and unnecessary content in many texts. It is not only OK to neglect a portion or portions of the text, it is key to good comprehension.

You don't have to understand the text to know your way around it. There will be puzzling passages. Your role is to help us identify them so we can work on them together.