1. Exact Repetition: Windows X5 (2 are emergency exits)5 partially closed white shades, 2 white white boards, 28 student desks, several books, 10 wooden plaques with quotes, several papers with writing on them, 2 garbage pails

2. Strands: writing throughout the room, messiness in bookshelf and on desk, writing surfaces throughout room, storage areas for books, 3 areas to exit from

3. Binaries: order vs. disorder (drawers for organization, desk with many misshapen piles of papers); Openness/clutter (open center of room, closely placed desks; open/ closed (open door, closed windows), Obscurity vs. freedom (shaded area of window vs area letting in light)

4. Most essential findings: Openness vs. clutter (things that are nestled together represent contact with little order and control; the open space in the center of the room counteracts the lack of control as if it is a forum set up to liberate one from the clutter that exists on the outskirts. Windows let in light from the crevices not obscured by the shades.

See the paragraph for the rest of section 4. Here we can see how to organize our thoughts:
> A. Preview the essential findings and provide commentary on their surface meaning.
> B. Delve into the deeper meaning of the elements mentioned. If there are binaries explain the hieratic entity. If there is repetition explain why it is truly significant.
> C. Thesis

Paragraph:
> The most striking aspect of this classroom is the potential for light and openness to surmount the obscurity and clutter that initially seems to overwhelm the environment. Desks are bound to one another to form a circle, but there is little space between each individual work area, promoting a claustrophobic facade. Books are carelessly jammed into shelving that can barely accommodate them, and paperwork is placed in clusters that lack any known structure. Furthermore, it seems that the windows, passageways for light, gateways to open terrain, are shaded as a means to create a stifling barrier. However, one must consider this element more deeply. While clutter appears a hieratic entity, the center of the room is left open. For, as the eyes are directed to the space that is encapsulated by the desks one cannot help but envision a forum comparable to that visited by rhetoricians in ancient Greece. Re-considering the shape of the room and the close proximity of the desks one cannot help but imagine the shape of a circle, a shape with no end, a representation of infinity. Such substantiates the necessity of the union that exists among those present in the room, a unity that is the key to endless thought and endless creation, creation that regardless of how it is laid upon a shelf, or how it takes shape upon an inorganic entity such as a desk, is crucial to the life it is laid upon. Now, we turn to the windows. Here we find the

final message nestled in this setting: The attempt to entrap an individual and obscure the passageway to the light that truly offers meaning to existence is rendered futile. As long as man exists man will think, and as long as man thinks infinite possibilities may breed.

Step 5: The anomaly in this setting is the use of technology (2 laptops, projector, Smartboard). Such technology seems to add a mechanical, inorganic nature to the setting. Also, all information is projected on the outskirts of the circle, as if the message is that learning takes place away from the man's central focus. However, while the technology helps to direct instruction, it does not represent the concept of learning. Learning is human and can only take place in the minds and hearts of the living and the breathing. Regardless of the power technology holds over the direction of society it is not a true reflection of man's infinite ability to create without bounds. Nothing can match that.