



Milwaukee Public Schools

High School English Course Syllabi Aligned to MPS Learning Targets

*** Experienced MPS High School English
Teachers Composed This Document**

With Guidance From:

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DRAFT

Introduction

The Milwaukee Public Schools follow the Wisconsin Content and Performance Standards. This practice assures equity of rigor and preparation across all schools in the district. The purpose of this document is to communicate the expectations of all high school English courses in the Milwaukee Public Schools.

While all courses are aligned to WI State Standards, MPS educators have further clarified the expectations regarding what students should know and be able by deconstructing the state standards into grade-level Learning Targets and compatible specifications—or teachable components.

This document aligns all English course offerings with MPS Learning Targets. Our goal is to provide every school with clear expectations of what students should receive in a course, no matter which high school he or she attends. While the specific texts and other materials may—and should—depending on students’ specific interests and needs—vary, the level of rigor and the skills will be consistent.

All MPS students should successfully complete English 9 and English 10. These courses are specifically designed to equip students with prerequisite literacy skills to be successful in advanced language arts coursework and serve as a foundation to future language arts experiences.

Once a student has met the expectations of English 9 and English 10, he or she may choose to continue his or her English experiences by taking English 11 and 12. Just as their predecessors, these courses focus on **all** of the English language arts including reading, literature, writing, speaking, listening, discussing, using language, using technology, media, and research.

Instead of English 11 and/12, a student may choose to take English electives that will prepare him or her for academic success in a targeted area of language arts. For example, the novel focuses heavily on analyzing literature. This course may be a good fit for students who plan to continue their education at a four-year institution. A media communications course may meet the needs of a student who is interested in this field. Regardless of the electives, school personnel should guide students in their course selections. Students’ English course choices should be by design; schools should ensure a well-rounded course selection that meets all of the MPS Learning Targets in grades 11 & 12.

English 9
EN 101 = Semester One / EN 111= Semester Two

COURSE DESCRIPTION

The central purpose of this course is to expand students' foundational skills in all communication arts. Reading, writing, listening, discussing, speaking, using language, understanding media, using technology, and employing research skills will be applied to help students build on their abilities to become creative and critical thinkers.

Key Learning Targets

Language

Arts

- B.9.1 Create substantial pieces of proficient writing in response to fiction and non-fiction for a variety of audiences and purposes
- B.9.2 Independently develop compositions and other pieces of writing through a series of drafts, using revision strategies based on audience and purpose in a variety of situations
- B.9.3 Identify usage and convention errors.
- C.9.1 Prepare and deliver formal and informal presentations and participate in subsequent question-and-answer sessions.
- C.9.2 Respond to the remarks of others with relevant questions, comments and critiques.
- C.9.3 Identify and control counterproductive responses to a speaker or ideas conveyed in a discussion by stating comments in a respectful and supportive manner.
- D.9.1 Recognize and exercise options in modes of expression and word choice when speaking and writing.
- D.9.2 Recognize and explain how immediate context and broader social, cultural, regional and professional.
- E.9.1 Plan format and create electronic documents for a variety of purposes.
- E.9.2 Recognize and explain the effects of various media on daily life.
- E.9.3 Plan, create and integrate multi-media products appropriate to audience and purpose across content areas.
- E.9.4 Examine and critique the techniques and processes used in the production of effective media products.
- E.9.5 Analyze, revise and edit media work for various audiences and purposes to create a clear and effective message.
- F.9.1 Plan, conduct and communicate research on assigned and self-selected topics including correct documentation and format.

Reading

Text Comprehension

Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.

Story Elements/Structure

Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.

Main Ideas and Details

Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.

English 9
EN 101 = Semester One / EN 111= Semester Two

MPS District-adopted text and resources – Prentice Hall, Gold Level, 2005

COURSE OBJECTIVES:

By the end of Grade 9 students should be able to do the following:

- Create substantial pieces of proficient writing including:
 1. Letter of request
 2. Letter of complaint
 3. Thank you letter
 4. Research paper
 5. Character analysis
 6. Narrative essay
 7. Persuasive essay
 8. Expository essay
 9. Descriptive essay
 10. Reflective essay
- Independently develop compositions and other pieces of writing through a series of drafts utilizing editing and outlining
- Understand subject verb agreement, and the standard eight parts of speech (noun, verb, adjective, adverb, interjection, conjunction, preposition, pronoun)
- Prepare and deliver oral presentations (presentation on a topic appropriate to course work)
- Provide effective peer critique, both oral and written
- Apply varied sentence structure and word choice to oral and written works
- Utilize conventions of proper English in writing and speaking
- Understand the context and environment in which pieces of literature were composed
- Demonstrate computer and media literacy
- Plan, conduct and communicate research on assigned or self selected topics including correct documentation and format
- Increase oral and silent reading comprehension including pronunciation and vocabulary skills
- Apply the conventions of literary analysis to short stories, plays, novels, and poetry
- Identify the main idea in fiction and non-fiction works
- Critique and debate the validity and value of literary and non-literary works

English 9
EN 101 = Semester One / EN 111= Semester Two

COURSE EVALUATION/ASSESSMENT:

- Students will be evaluated on completion of the ten (10) portfolio items specified for the 9th grade
- Students will be evaluated on the development of their presentation skills
- Students will be evaluated on their mastery of grammatical conventions
- Students will be evaluated on their mastery of sentence structure
- Students will be evaluated on their ability to provide effective oral and written critiques of student and professional works
- Students will be evaluated on their understanding of literary conventions and literary analysis

POSSIBLE WRITING ACTIVITIES:

The following is a list of suggested activities that can be utilized to teach writing

- **Letter of Request:**
 - Have students compose letters in which they request information such as brochures, pamphlets, and other materials related to specific classroom assignments
- **Letter of Compliant:**
 - Using appropriate voice and language, have students compose a letter of complaint regarding an item they recently purchased
- **Thank you letter:**
 - Have students write a letter thanking someone for a gift, volunteering for an event, or teaching them a certain skill (such as a letter to a former teacher)
- **Research paper:**
 - Have students compose a research based paper on a particular aspect of the Elizabethan era (i.e. Shakespeare) of The eight steps of the hero's journey (i.e. *The Odyssey*)

<http://www.mcli.dist.maricopa.edu/smc/journey/>

Site on the hero's journey

<http://ias.berkeley.edu/orias/hero/>

Site on the hero's journey

English 9
EN 101 = Semester One / EN 111= Semester Two

- **Character Analysis:**
 - Have students create an essay using the point of view of a particular character from a literary work
 - Have students compose a “Body Biography” of a specific character from a text
 - Have students create an “I Am” poem using details and information about a specific character

<http://homepage.mac.com/mseffie/handouts/bodybiography.html>

An example of what should be in a body biography and how to evaluate one

<http://ettcweb.lrk12.nj.us/forms/iampoem.htm>

A site that helps students create an I am poem

- **Narrative Essay:**
 - have students compose a personal essay or a biographical sketch (Teachers may refer to the MPS Narrative Writing Guide for additional activities)
- **Persuasive Essay:**
 - have students compose a personal essay (Teachers may refer to the MPS Persuasive Writing Guide for additional activities)
- **Expository Essay:**
 - Have students describe how to make something/complete a process
 - Have students explain and outline the plot structure of a short story [literary analysis] (Teachers can refer to the MPS Expository Writing Guide for additional activities)
- **Descriptive Essay:**
 - Have students describe their favorite place, dream vacation or a room in their house.
- **Reflective Essay:**
 - Have students compose an essay in which they reflect upon experiences which have occurred throughout the school year. Students should be able to comment on things that went well, lessons they learned, and what knowledge they will be taking with them into the next grade

English 9
EN 101 = Semester One / EN 111= Semester Two

SUGGESTED ACTIVITIES FOR 9th GRADE ENGLISH

The following list of suggested activities can be applied to the 9th grade English curriculum.

Writing:

- Familiarize students with the steps of the writing process including: thesis, outline, drafts, peer-revision, and the final multi-paragraph essay
- Possible topic generators include novels, plays, and literary works covered in class
- Have students follow the above writing guidelines and compose papers which focus on topics from their own life and personal experiences
- Have students select a certain passage from a text and paraphrase, summarize, or create a story board which explains its content

Grammar:

- Provide activities which introduce students to:
 - The eight parts of speech
 - Subject/verb agreement
 - Sentence diagramming
 - Direct and indirect objects

<http://www.arts.uottawa.ca/writcent/hypergrammar/partsp.html>

Explanation of the eight parts of speech

http://www.geocities.com/gene_moutoux/diagrams.htm

A site with beginning sentence diagrams to a step-by-step explanation of how to diagram parts of the U.S. Constitution

<http://home.new.rr.com/aplang/Diagramming/s6.htm>

This site is great at giving you visuals of where to place specific parts of speech on the diagram

<http://www.gpc.edu/~lawowl/handouts/direct-and-indirect-objects.pdf>

Direct and indirect objects with example

Oral Activities:

- Have students perform prepared and/or impromptu speeches which focus on personal experiences
- Promote student led classroom discussion

English 9
EN 101 = Semester One / EN 111= Semester Two

Computer Literacy:

- Teach students to produce word processed documents
- Be sure students know how to use the basics of Power Point

http://www.educationworld.com/a_tech/tech/tech013.shtml

How to create power point projects, use of tutorial, additional teaching resources

<http://www.electricteacher.com/tutorial3.htm>

Great source for getting started with Power Point. Includes common features (i.e. Adding, moving, deleting slide), working with text, working with graphics, and saving as a web page.

<http://www.esu5.org/techtteacher/powerpoint.htm>

Power Point activities in the classroom including rubrics, examples, tutorials, and templates

Media Writing:

- Have students create reviews of movies, music, concerts, or comics
- Have students examine various types of media for their purposeful bias and point of view
- Have students create media products, construct criteria for effective media products, and use this criteria to further enhance existing products

Reading Comprehension:

- Encourage independent reading of student selected texts through a variety of activities such as journaling, independent letters, and diaries

Miscellaneous Information:

<http://www.webenglishteacher.com>

A comprehensive site with lesson plans for K-12 English/Language Arts teachers. Lesson links for all aspects of English/Language Arts

<http://rubistar.4teachers.org/index.php>

Offers various rubric styles and forms for evaluation. Teachers can create their own rubrics with specific class information

Grade Nine Writing Portfolio

(Teacher's Name)

(Student's Name)

Table of Contents

Assessment Category	Title of Work	Semester Completed (mm/yr)
Request Letter	_____	_____
Complaint Letter	_____	_____
Thank You Letter	_____	_____
Character Analysis	_____	_____
Narrative Essay	_____	_____
Persuasive Essay	_____	_____
Expository Essay	_____	_____
Descriptive Essay	_____	_____
Research Paper	_____	_____
Reflective Essay	_____	_____

*Teacher's Signature

Date

**Student's Signature

*By signing the teacher certifies that to the best of his or her knowledge the student was introduced to each of these types of writing. It also certifies, that to the best of her or his knowledge, the student created the work.

**By signing the student certifies that she or he created the work.

American Authors
EN 201 = Semester One / EN 211 = Semester Two

COURSE DESCRIPTION

In this course students will become acquainted with the significant works of American authors and will further their understanding of our American ideals and traditions. Critical thinking and clear writing are also stressed through many discussions and compositions.

Key Learning Targets

Language

Arts

B.12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.

C.12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.

D.12.2 Compare and analyze the use of symbol systems and expressions in other cultures' languages.

F.12.1 Use a research process to plan, conduct and communicate research on assigned and self-selected topics, including literary topics.

Reading

A.12.1c

Text Comprehension

Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.

A.12.1e

Purpose for Reading

Select a variety of material to read for information, appreciation and enjoyment.

A.12.2a

Story Elements/Structure

Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.

A.12.2b

Text Structure

Critique and support expository structure in a variety of text to comprehend the meaning of text.

A.12.3a

Main Ideas and Details

Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.

A.12.3b

Literature Study

Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

American Authors
EN 201 = Semester One / EN 211 = Semester Two

COURSE OBJECTIVES

By the end of this course students should be able to:

- 1 Identify major American authors and their style
- 2 Identify the major eras of American Literature
- 3 Identify major themes through poetry analysis
- 4 Research the major context of a historical work
- 5 Write a comparative essay on an idea from American Literature
- 6 Reflect on their place in America based on the perspectives of the authors they study
- 7 Debate/argue ideal of American society, past and present, through various points of view
- 8 Identify how various cultures have influenced American English language
- 9 Develop a criteria to evaluate the merit of a piece of literature

COURSE EVALUATION/ASSESSMENT

- 1 Students will be evaluated on their ability to identify major authors and the eras in which they wrote
- 2 Students will be evaluated on their ability to identify the significant differences in the eras of writing
- 3 Students will be evaluated on their ability to analyze poetry and discuss the themes of America expressed via writing and discussion
- 4 Students will be evaluated on their ability to research an era or collection major authors and explain how either influenced the period in which the works were created through writing with proper citation
- 5 Students will be evaluated on their ability to identify changes in American English influenced by different cultures and explain how those changes have led to the current form of American English
- 6 Students will be evaluated on their ability to express varying perspectives of America based on cultural, social, and racial issues via writing
- 7 Students will be evaluated on their ability to debate complex issues relating to American Literature

REQUIRED WRITING ACTIVITIES

The following is a list of required pieces of writing activities that need to be collected over the period of the class. Underneath each sample is a suggestion on how to help create the sample:

Poetry Analysis

- 1 Explicate or analyze several poems by a major American poet or an era (Emily Dickenson, Edgar Allan Poe, Langston Hughes, Sylvia Plath)

American Authors
EN 201 = Semester One / EN 211 = Semester Two

Research Paper

- 2 Research a particular era of writing and the authors that influenced it (Revolutionary War, the Expatriates, the Beatniks)

Persuasive Essay

- 3 Choose an era and argue its importance in a persuasive paper (worth of Harlem Renaissance; why study Puritans? Are Puritan ideas still relevant?)

Descriptive Essay

- 1 Describe what it would be like to have been an American during a specific era (women during suffrage movement)
- 2 Write an additional chapter to a work (Gatsby; Catcher after asylum; Williams)

Comparative Essay

- 3 Compare
 - Hawthorne vs. Ginsburg
 - Poe vs. Dickenson
 - Dickenson vs. Plath
 - Fitzgerald's America vs. Steinbeck's America
 - Tupac vs. Malcolm (ideals, views methods)
 - Hurston vs. Baldwin
 - Miller works vs. era
 - Amy Tan vs. Richard Rodriguez (compare perspectives of being first generation Americans)

Reflective Essay

- 4 Reflect on your role as an American teenager has been influenced by the different eras

http://www.irc.uci.edu/TRG/Evaluation_Assessment/GivingFeedback/peer.htm

<http://www.mwp.hawaii.edu/resources/wm7.htm>

Help sites for peer revision of the above writing

SUGGESTED ACTIVITIES FOR AMERICAN AUTHORS

The following list of suggested activities can be applied to the American Authors curriculum.

American Authors
EN 201 = Semester One / EN 211 = Semester Two

Grammar

- 1 Write using styles of different authors and eras (casual style of Morrison; tense style of Hemingway; elaborate style of Henry James)

<http://academic.brooklyn.cuny.edu/english/melani/cs6/morrison.html>

Information on Toni Morrison

<http://academic.brooklyn.cuny.edu/english/melani/cs6/morrison.html>

Hemingway's writing style

<http://academic.brooklyn.cuny.edu/english/melani/cs6/morrison.html>

Background on James and his style

- 2 Focus in all writings avoiding tense shifts (peer editing workshops on tense shift and verb conjugation)

<http://www.iolani.honolulu.hi.us/Keables/KeablesGuide/PartOne/Verbs.htm>

<http://www.waukesha.uwc.edu/academics/owl/verbs.html>

Avoiding tense shift

- 3 Appropriately use punctuation; especially dealing with dialogue

<http://www.authorinresidence.ecsd.net/Dialogue%20Punctuation.htm>

Help from Joanne Rowling

Oral Activities

- 1 Debates and/or literary critiques (is Huck Finn appropriate? is it appropriate to write protest poetry while country is at war? is *The Crucible* an effective allegory for the McCarthy Era?)

<http://www.hno.harvard.edu/gazette/2000/09.28/huckfinn.html>

One side of the Huck Finn debate

<http://www.dailyutahchronicle.com/media/storage/paper244/news/2003/02/20/News/huck-Finn.May.Incite.Segregation.Among.Kids-374856.shtml?norewrite200607181135&sourcedomain=www.dailyutahchronicle.com>

The other side of the Huck Finn debate

<http://www.learner.org/amerpass/unit15/glossary.html>

Strong definition of protest poetry

American Authors
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<http://oncampus.richmond.edu/academics/education/projects/webquests/crucible/>

Web Quest on Miller and McCarthy

- 2 Reciting literature, plays, poetry (reciting essential dialogue from Hansbury of Wilson; memorize a section in the oral tradition from *Ceremony*; recite a part of *The Bill of Rights*; discuss the magical realism in *So Far From God*; present your opinion on the use of onomatopoeia in *The Bells*; suspense in Poe literature; symbolism in *The Great Gatsby* (effective or overused)

<http://www.law.cornell.edu/constitution/constitution.billofrights.html>
Bill of Rights

<http://www.richmond.edu/~rnelson/kaupata.htm>
Oral tradition in Ceremony

<http://www.geocities.com/evelynleeper/magreal.htm>
The Magical Realism Page

<http://www.fcps.k12.va.us/westspringfieldhs/academic/english/1project/99gg/99gg6/symbol1.htm>
Symbolism in the Great Gatsby

<http://www.lovetolearnplace.com/Curriculum/Literary/TheBellsOnomatopoeia.html>
The Bells

<http://www.cswnet.com/~erin/eap4.htm>
How Poe influenced Hitchcock in terms of suspense

British Authors
EN 221 = Semester One / EN 231 = Semester Two

COURSE DESCRIPTION

In this course students study the significant works of British authors and further their understanding of British ideals, traditions, and perspectives. Critical thinking and clear writing are also stressed through discussions and compositions.

Key Learning Targets

Language

Arts

- B.12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.
- D.12.1 Identify and analyze the history, origin and usage of English words and phrases.
- E.12.1 Use advanced computer skills to assist in the acquisition, organization, analysis and communication of information.
- F.12.1 Use a research process to plan, conduct and communicate research on assigned and self-selected topics, including literary topics.

Reading

A.12.1c

Text Comprehension

Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.

A.12.2a

Story Elements/Structure

Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.

A.12.3b

Literature Study

Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

British Authors
EN 221 = Semester One / EN 231 = Semester Two

COURSE OBJECTIVES

By the end of this course students should be able to:

- 1 Identify major British authors and their style
- 2 Identify the major eras of British literature
- 3 Identify major themes through literary analysis
- 4 Research the major context of a historical work
- 5 Write a comparative essay on an idea from British literature
- 6 Explain an ideal of British society, past and present, through various points of view
- 7 Identify the history, origin and usage of British English language
- 8 Develop a criteria to evaluate the merit of a piece of literature

COURSE EVALUATION/ASSESSMENT

- 1 Students will be evaluated on their ability to identify major authors and the eras in which they wrote
- 2 Students will be evaluated on their ability to identify the significant differences in the eras of writing
- 3 Students will be evaluated on their ability to analyze literature and discuss the themes expressed via writing and discussion
- 4 Students will be evaluated on their ability to research an era or collection of major authors and explain how either influenced the period in which the works were created through writing with proper citation
- 5 Students will be evaluated on their ability to identify the origins of the English language
- 6 Students will be evaluated on their ability to express varying perspectives of Great Britain based on cultural, social, and racial issues via writing
- 7 Students will be evaluated on their ability to analyze complex issues relating to British literature

REQUIRED WRITING ACTIVITIES

The following is a list of required writing activities that need to be collected over the period of the class. Underneath each type is a suggestion on how to create the sample:

Literary Analysis

- 1 Analyze several pieces by major British authors

<http://lang.nagoya-u.ac.jp/~matsuoka/UK-authors.html>

List of top British works to be considered for study

British Authors
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Research Paper

- 2 Research a particular era of writing and the authors that influenced it (Medieval, Renaissance, Romantics, Victorians)

<http://lang.nagoya-u.ac.jp/~matsuoka/UK-authors.html>
<http://literaryexplorer.blondelibrarian.net/>
http://www.studyguide.org/brit_lit_timeline.htm

Information on periods of literature

Expository Essay

- 3 Choose a novel and explain the influence of the era on the work (Victorians, Romantics, Medieval)

http://en.wikipedia.org/wiki/Victorian_literature

Explanation of the Victorian period

Descriptive Essay

- 5 Describe what it would have been like to be in Britain during a specific era (Anglo-Saxon, the industrial revolutions, Victorian)
- 6 Write an additional chapter to a work (Dickens what happens to Pip; Beowulf how is Wiglaf as King; write a speech from Elizabeth II)

<http://www.britannia.com/history/h50.html>
<http://www.wsu.edu:8001/~dee/ENLIGHT/INDUSTRY.HTM>

Information on the Anglo Saxon period and industrial revolution

Comparative Essay

- 1 poem from Romantics vs. poem from Post-modernists
- 2 Bronte vs. Atwood
- 3 Robinson Crusoe vs. Ralph from *Lord of the Flies*
- 4 compare two film versions of *Hamlet*
- 5 Pepys diary vs. McCourt's diary

<http://www.pbs.org/shakespeare/educators/film/lessonplan.html>

Web site on *Hamlet* film versions including lesson plan

<http://www.unm.edu/~garyh/romantic/romantic.html#genromantic>

<http://www.bl.uk/collections/wider/poet.html>

Romantic and modern British poetry

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Reflective Essay

- 7 Reflect on how your role as an American teenager has been influenced by the British

http://www.irc.uci.edu/TRG/Evaluation_Assessment/GivingFeedback/peer.htm

<http://www.mwp.hawaii.edu/resources/wm7.htm>

Help sites for peer revision of the above writing

SUGGESTED ACTIVITIES FOR BRITISH AUTHORS

The following list of suggested activities can be applied to the British Authors curriculum:

Grammar:

- 1 Explanation of and philosophy of grammar structures

<http://www.britishcouncil.org/learnenglish-central-grammar-definitions-conditionals.htm>

Explanation of advanced grammar structures

Oral Activities:

- 1 Using advanced presentation skills, students select topics to critique literature orally (use of symbolism in Spenser's poetry; discuss the effectiveness of Jane Austin's writing style)
- 2 Using advanced presentations skills, students select topics for oral literary criticism (give oral presentation on feminism in *Jane Eyre*; give a speech about racism in Pinter's plays)
- 3 Reciting literature, plays, poetry (act out a scene from one of Shakespeare's plays, recite Prologue from *Canterbury Tales*)

<http://www.bl.uk/collections/wider/poet.html>

How to create a literary critique (which then can be presented orally)

http://www.washington.edu/doi/TeamN/present_tips.html

Tips for a strong presentation

<http://shakespeare.palomar.edu/educational.htm>

Lesson plans on Shakespeare in school

<http://www.fordham.edu/halsall/source/CT-prolog-para.html>

Parallel text for *Canterbury Tales*

American Ethnic Literature
EN 261 = Semester One / EN 262 = Semester Two

COURSE DESCRIPTION

In this course students will read and discuss plays, poetry, essays, short stories and novels written by and about members of American ethnic minorities. Writing assignments in the course will be based upon ideas gained through reading and class discussions.

Key Learning Targets

Language

Arts

- B.12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.
- C.12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.
- D.12.2 Compare and analyze the use of symbol systems and expressions in other cultures' languages.
- F.12.1 Use a research process to plan, conduct and communicate research on assigned and self-selected topics, including literary topics.

Reading

- A.12.1a **Word Analysis**
Evaluate and demonstrate a variety of word analysis techniques to recognize unfamiliar words.
- A.12.1b **Word Comprehension**
Evaluate and demonstrate a variety of word analysis techniques to comprehend unfamiliar words and improve oral and silent reading performance when considering the context of a work.
- A.12.1e **Purpose for Reading**
Select a variety of material to read for information, appreciation and enjoyment.
- A.12.2a **Story Elements/Structure**
Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.
- A.12.3a **Main Ideas and Details**
Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.

- A.12.3b Literature Study
Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

American Ethnic Literature

EN 261 = Semester One / EN 262 = Semester Two

COURSE OBJECTIVES

- 1 Identify major Ethnic authors and their style
- 2 Explain how writers are influenced by issues and events from various cultures and historical periods and how themes of literature are developed
- 3 Identify devices authors use to influence the reader's understanding of human experiences and critique the effectiveness of their use in varied genres
- 4 Support a literary perspective using textual analysis
- 5 Analyze and critique devices used by an author to influence reader perspective
- 6 Apply the writing process to create and critique various compositions.
- 7 Evaluate and summarize the relevance of ideas, arguments, hypotheses and evidence presented in a discussion
- 8 Use advanced computer skills to assist in the analysis and communication of information
- 9 Use research skills to conduct, plan and communicate an assigned or self-selected topic appropriate to course work this can be done by a written paper, oral presentation, or computer presentation
- 10 Evaluate and summarize the relevance of ideas, arguments, hypotheses and evidence presented in a discussion
- 11 Identify and analyze word and usage origins from other cultures now commonly used in the English language
- 12 Compare and analyze expressions from other cultures commonly used in the English language
- 13 Compare, analyze, and identify common symbol systems and expressions in other cultures' languages

COURSE EVALUATION/ASSESSMENT

- 8 Students will be evaluated on their ability to identify major ethnic authors and the style in which they wrote
- 9 Students will be evaluated on their ability to analyze ethnic writing and what makes it unique
- 10 Students will be evaluated on their ability to research an author or culture through writing, oral presentation, or media presentation with proper citation
- 11 Students will be evaluated on their ability to identify changes in American English influenced by different ethnic cultures prevalent in the United States and explain how those changes have led to the current form of American English
- 12 Students will be evaluated on their ability to debate complex issues relating to American Ethnic Literature

American Ethnic Literature
EN 261 = Semester One / EN 262 = Semester Two

REQUIRED WRITING ACTIVITIES

The following is a list of required writing activities that need to be collected over the period of the class. Underneath each sample is a suggestion on how to create the sample:

Literary Analysis

- 2 Analyze pieces of different American Ethnic literature

<http://www.sjsu.edu/faculty/awilliams/AsianAmResources.html>

Resource on Asian-American literature

<http://library.marist.edu/diglib/english/americanliterature/ethnicamericanhome.html>

Ethic literature site with links

Research Paper

- 3 Research a particular American Ethnic author or an ethnic culture and its influence on American

<http://library.marist.edu/diglib/english/americanliterature/ethnicamericanhome.html>

Site with list and links to author information

Expository Essay

- 4 Choose a novel and explain the influence of that culture on America

<http://www.library.yale.edu/rsc/ethnic/reviews.html>

Novel reviews

Descriptive Essay

- 5 Choose a culture and describe what it would be like to be a member of that culture living in America
- 6 Write an additional chapter to a work (Ho what happens to Dara after her family returns home; Mori does Yuki ever make up with her father; Castillo what happens to the sisters)

http://www.randomhouse.com/words/language/avoid_guide.html

how to speak and write without offense

<http://www.washingtonpost.com/wp-srv/national/longterm/meltingpot/melt0222.htm>

Article that might inspire students to describe ethnic views

Comparative Essay

- 1 Asian American poem vs. Hispanic American poem
- 2 Ho vs. Mori
- 3 two personal essays about the Trail of Tears journey
- 4 Tan vs. Walker

<http://www.asianamericanpoetry.com/>

<http://www.chipublib.org/001hwlc/litlists/hispanicpoetbib.html>

Hispanic and Asian poetry with poems or lists

http://www.irc.uci.edu/TRG/Evaluation_Assessment/GivingFeedback/peer.htm

<http://www.mwp.hawaii.edu/resources/wm7.htm>

Help sites for peer revision of the above writing

American Ethnic Literature
EN 261 = Semester One / EN 262 = Semester Two

SUGGESTED ACTIVITIES FOR AMERICAN ETHNIC LITERATURE

The following list of suggested activities can be applied to the American Ethnic literature curriculum:

Oral Activities:

- 2 Using advanced presentation skills, students select topics to critique literature orally (use of magical realism in Castillo's *So Far From God*; Tan's style of going back and forth between generations; historical technique in *Bury My Heart at Wounded Knee*)
- 3 Reciting literature, plays, poetry (act out a scene from one of August Wilson's plays, recite poetry by Paula Gunn Allen, Leslie Marmon Silko, or Linda Hogan)

<http://www.angelfire.com/wa2/margin/links.html>

Links on Magical Realism

http://education.yahoo.com/homework_help/cliffsnotes/the_joy_luck_club/6.html

Commentaries on the Joy Luck Club

http://www.washington.edu/doi/TeamN/present_tips.html

Tips for a strong presentation

<http://www.bl.uk/collections/wider/poet.html>

How to create a literary critique (which then can be presented orally)

<http://www.hanksville.org/storytellers/paula/>

Paula Gunn Allen

<http://www.nwhp.org/tlp/biographies/silko/bio.html>

Leslie Marmon Silko

<http://www.post-gazette.com/magazine/19991216awtimeline9.asp>

August Wilson timeline

<http://www.hanksville.org/storytellers/linda/>

Linda Hogan

Contemporary Literature EN 271

COURSE DESCRIPTION

In this course students will gain an appreciation and understanding of the development of contemporary literature (1945-present). Short stories, novels, plays, and poetry from any culture, race, or author that are appropriate to the school setting are “fair game” for this course. Papers and discussion will be centered on the structure, themes, and elements of various works and the time period that influenced them.

Key Learning Targets

Language

Arts

- B.12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.
- B.12.2 Apply the writing process to create and critique writing composed in a variety of situations.
- C.12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.

Reading

- A.12.1c **Text Comprehension**
Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.
- A.12.1e **Purpose for Reading**
Select a variety of material to read for information, appreciation and enjoyment.
- A.12.3a **Main Ideas and Details**
Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.

Contemporary Literature EN 271

A.12.3b Literature Study

Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

COURSE OBJECTIVES

By the end of this course students will be able to:

- 1 Be able to respond to ways authors represent certain themes and reflect on them from a personal perspective.
- 2 Identify terminology of the time period and genres studied
- 3 Use the writing process to develop papers and essays that include prewriting, drafting, revising, editing, publishing and self-assessment.
- 4 Appreciate the cultural diversity and voice within the works studied
- 5 Appreciate the evolution of the human experience through the framework of literature
- 6 Identify devices authors use to make literature relate to the human experience and critique their effectiveness
- 7 Support a literary perspective using textual analysis
- 8 Analyze and critique devices used by an author to influence reader perspective
- 9 Evaluate and summarize the relevance of ideas, arguments, hypotheses and evidence presented in a discussion
- 10 Use advanced computer skills to assist in the analysis and communication of information
- 11 Use research skills to conduct, plan and communicate an assigned or self-selected topic appropriate to course work (this can be done by a written paper, oral presentation, or computer presentation)

COURSE EVALUATION/ASSESSMENT

- 1 Students will be evaluated on their ability to identify major authors and the style in which they wrote
- 2 Students will be evaluated on their ability to analyze a literary work and what makes it unique
- 3 Students will be evaluated on their ability to research an author or work through writing, oral presentation, or media presentation with proper citation
- 4 Students will be evaluated on their ability to identify changes in the structure of the literature based on the time period
- 5 Students will be evaluated on their ability to make connections to the characters, situations, and perspectives that take place in the works studied, either personally, or with other works

Contemporary Literature EN 271

REQUIRED WRITING ACTIVITIES

The following is a list of required pieces of writing activities that need to be collected over the period of the class:

Literary Analysis

- 1 Analyze different works of the contemporary period

<http://poetryx.com/>

Poems for study (not all are contemporary)

<http://blogcritics.org/archives/2003/06/12/155243.php>

<http://www.amazon.com/gp/richpub/listmania/fullview/3EKL5B00HKJZ/102-4490698-4528117?%5Fencoding=UTF8>

<http://contemporarylit.about.com/cs/readinglists/tp/contempList10.htm>

List of top contemporary novels for possible analysis

<http://www.amazon.com/gp/richpub/listmania/fullview/T0T9M0ZIIJW3/102-4490698-4528117?%5Fencoding=UTF8>

List of top contemporary short stories for possible analysis

<http://www.amazon.com/gp/richpub/listmania/fullview/35TILUW3DOEG/102-4490698-4528117?%5Fencoding=UTF8>

List of top contemporary plays for possible analysis

<http://www.cliffsnotes.com/WileyCDA/Section/id-131128.html>

Suggestions on how to analyze a novel

Research Paper

- 2 Research a famous author or work (please see above lists of novels, short stories, plays, and poetry for study)

<http://contemporarylit.about.com/od/authorprofiles/>

<http://www.amazon.com/gp/richpub/listmania/fullview/12BYVV8VKQGHK/102-4490698-4528117?%5Fencoding=UTF8>

Lists of top contemporary authors

Expository Essay

- 3 Choose a work and explain the impact of it's content on society

<http://www.sparknotes.com/lit/ordinarypeople/section15.rhtml>

Theme analysis for *Ordinary People* by Judith Guest

Contemporary Literature
EN 271

Comparative Essay

- 1 Compare two separate works with similar themes

<http://college.hmco.com/english/heath/syllabuild/iguide/carver.html>

Comparing Raymond Carver to other authors in choice of theme

SUGGESTED ORAL ACTIVITIES

The following is a list of suggested activities that can be used to further understanding of a work:

Oral Presentation

- 1 Pretend to be a famous author being interviewed (such as Amy Tan)

<http://www.uncp.edu/home/canada/work/markport/lit/amnovel/fall2002/10tan.htm>

Background on Amy Tan

- 2 Critique a character's decisions made throughout a novel

<http://www.amazon.com/gp/cdp/member-reviews/AJ197MFKW6KBL/104-7824045-8115927?ie=UTF8>

Reviews of Pi's decisions in the novel *Life of Pi*

Humanities
EN 281

COURSE DESCRIPTION

In this literature intensive course students will focus on ideas expressed by human beings throughout the ages. Students will examine the essential questions of life such as: What does it mean to be human? Who am I? What is the meaning of life? Students will be required to integrate advanced writing and language skills with literature that looks at the past, present, and future of humankind.

Key Learning Targets

Language

Arts

- B.12.2 Apply the writing process to create and critique writing composed in a variety of situations.
- B.12.3 Edit and critique writing for clarity and effectiveness.
- C.12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.
- D.12.1 Identify and analyze the history, origin and usage of English words and phrases.
- D.12.2 Compare and analyze the use of symbol systems and expressions in other cultures' languages.

Reading

- A.12.1d Demonstrate the use of fluency strategies when readability and meaning are influenced by text format and content.
- A.12.1e Select a variety of material to read for information, appreciation and enjoyment.
- A.12.2a Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.
- A.12.3b Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.
- A.12.4a Select a variety of informational text to analyze and synthesize concepts and details, apply logic and reasoning and integrate information from multiple sources to critique effectiveness, reliability and authenticity of text.

Humanities EN 281

COURSE OBJECTIVES

By the end of this class students should be able to do the following:

- 1 Apply the writing process to create and critique writing composed in a variety of situations.
- 2 Summarize and evaluate the validity and relevance of ideas and arguments
- 3 Analyze the history, origin and usage of English words and phrases
- 4 Evaluate and explain how classical and contemporary literature themes are developed
- 5 Develop and apply criteria to evaluate literacy merit
- 6 Identify the devices an author uses to influence the reader's understanding of human experience
- 7 Critique, compare, and debate the effectiveness of their use in varied genres
- 8 Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues
- 9 Develop and articulate orally and in writing, defensible points of view reflected in fiction and non-fiction text
- 10 Select a variety of informational text to analyze and synthesize concepts and details, apply logic and reasoning and integrate information from multiple sources to critique effectiveness, reliability and authenticity of text

COURSE EVALUATION/ASSESSMENT

- 1 Students will be evaluated on their ability to comprehend and critique text
- 2 Students will be evaluated on their understanding of factors that influence human existence and understanding
- 3 Students will be evaluated on their ability to analyze literary works
- 4 Students will be evaluated on their ability to effectively research self selected and assigned topics
- 5 Students will be evaluated on their knowledge of classical and contemporary literature themes
- 6 Students will be evaluated on their ability to provide effective feedback/ articulate their opinion
- 7 Students will be evaluated on their ability to understand/locate the main idea of a literary work
- 8 Students will be evaluated on their understanding of the human condition based on literary works

Humanities EN 281

SUGGESTED HUMANITIES ACTIVITIES:

The following is a list of suggested humanities activities that could be collected over the period of the class. Underneath each sample are suggested activities for each sample.

- 1 Have students research authors/texts with themes related to humanities
<http://sachair.ucsc.edu/humbooks/byauthor.html>
Database of humanities authors and works
- 2 Research various philosophical topics related to humanities
<http://www.philosophypages.com/dy/ix3.htm#s>
Philosophy dictionary
<http://www.friesian.com/history.htm>
Resources regarding the history of philosophy
- 3 Have students research the fundamental questions of Humanities (What does it mean to be human? Who am I? What is the meaning of life?)
- 4 Research other people's interpretations of the fundamental questions of Humanities
<http://pespmc1.vub.ac.be/MEANLIFE.html>
Information regarding the question of the meaning of life
<http://www.consciencelaws.org/Examining-Conscience-Ethical/Ethical46.html>
Information regarding the question of what it means to be human
- 5 Have students research "Humanities" What does it include?
Definition of humanities with other areas of study

Literature of the World EN 291

COURSE DESCRIPTION

In this literature intensive course students will be reading, interpreting, and discussing classical and contemporary literary selections from various countries. Students will discover how people of the world are alike and different. Activities will include advanced language and composition skills where students will be required to integrate advanced writing and language skills with literature that looks at the past, present, and future of humans of the world.

Key Learning Targets

Language

Arts

- B.12.2 Apply the writing process to create and critique writing composed in a variety of situations.
- B.12.3 Edit and critique writing for clarity and effectiveness.
- D.12.2 Compare and analyze the use of symbol systems and expressions in other cultures' languages.

Reading

- A.12.1d **Fluency**
Demonstrate the use of fluency strategies when readability and meaning are influenced by text format and content.
- A.12.1e **Purpose for Reading**
Select a variety of material to read for information, appreciation and enjoyment.
- A.12.2a **Story Elements/Structure**
Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.
- A.12.3b **Literature Study**
Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.
- A.12.4a **Research**
Select a variety of informational text to analyze and synthesize concepts and details, apply logic and reasoning and integrate information from multiple sources to critique effectiveness, reliability and authenticity of text.

Literature of the World EN 291

COURSE OBJECTIVES

By the end of this class students should be able to do the following:

- 11 Apply the writing process to create and critique writing composed in a variety of situations.
- 12 Summarize and evaluate the validity and relevance of ideas and arguments
- 13 Compare and analyze the use of symbols and expressions in other cultures' languages
- 14 Evaluate and explain how classical and contemporary literature themes are developed
- 15 Develop and apply criteria to evaluate literacy merit
- 16 Identify the devices an author uses to influence the reader's understanding of human experience
- 17 Critique, compare, and debate the effectiveness of their use in varied genres
- 18 Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues
- 19 Develop and articulate orally and in writing, defensible points of view reflected in fiction and non-fiction text
- 20 Select a variety of informational text to analyze and synthesize concepts and details, apply logic and reasoning and integrate information from multiple sources to critique effectiveness, reliability and authenticity of text

COURSE EVALUATION/ASSESSMENT

- 3 Students will be evaluated on their ability to comprehend and critique text
- 4 Students will be evaluated on their understanding of factors that influence human existence and understanding
- 5 Students will be evaluated on their ability to analyze literary works
- 6 Students will be evaluated on their ability to effectively research self selected and assigned topics
- 7 Students will be evaluated on their knowledge of classical and contemporary literature themes
- 8 Students will be evaluated on their ability to provide effective feedback/ articulate their opinion
- 9 Students will be evaluated on their ability to understand/locate the main idea of a literary work
- 10 Students will be evaluated on their understanding of the human condition based on literary works

Literature of the World EN 291

REQUIRED WRITING ACTIVITIES

The following is a list of required writing activities that need to be collected over the period of the class:

Novel Analysis

- 1 Analyze different novels

<http://www.randomhouse.com/modernlibrary/100bestnovels.html>

http://www.time.com/time/2005/100books/the_complete_list.html

Top one-hundred novels of all time (subjective, of course)

<http://www.cliffsnotes.com/WileyCDA/Section/id-131128.html>

Suggestions on how to analyze a novel

- 1 Conduct a book report on a world literature piece

<http://griffe.com/projects/worldlit/index.phtml>

Index of world literature pieces

Research Paper

- 2 Research a famous author or novel

<http://www.classicauthors.net/>

List of “classic” authors and links

<http://www.shellythacker.com/researching.htm>

How to research a historical novel

Expository Essay

- 3 Choose a novel and explain the impact of it’s content on society

<http://www.123helpme.com/assets/15559.html>

Sample essay on George Orwell’s *1984*

- 4 Choose an author and explain how their background influenced a novel

http://www.writing.com/main/view_item/item_id/1114757

Virginia Woolf’s life experiences and influence on her writing

- 5 Explain how a time period influenced a genre of novel

<http://www.factmonster.com/ce6/ent/A0856588.html>

The “lost generation”

Literature of the World
EN 291

Comparative Essay

- 6 Chinese literature v. Japanese literature
- 7 *The Illiad/Odyssey* v. *The Aeneid*
- 8 James Joyce vs. William Faulkner
- 9 Native American mythology v. Greek/Roman mythology
- 10 Marlowe v. Shakespeare
- 11 *Fahrenheit 451* to *1984*
- 12 *Invisible Man* to *Dracula*

http://www.olemiss.edu/mwp/dir/faulkner_william/index.html

Connection to Joyce and Faulkner

<http://www.123helpme.com/assets/11402.html>

Sample essay comparing *1984* and *Fahrenheit 451*

<http://www.gradesaver.com/classicnotes/titles/invisibleman/about.html>

<http://en.wikipedia.org/wiki/Dracula>

Information on *Invisible Man* and *Dracula*

<http://www.pantheon.org/>

Links to world mythology

SUGGESTED ORAL ACTIVITIES

The following is a list of suggested activities that can be used to further understanding of a novel:

Oral Presentation

- 2 Present a critical view of a famous novel (i.e. argue against the use of *Huckleberry Finn* in schools)

<http://www.abffe.org/bbw-huckfinn.htm>

Article on *Huckleberry Finn*

- 3 Pretend to be a famous author being interviewed (such as Amy Tan)

<http://www.unep.edu/home/canada/work/markport/lit/amnovel/fall2002/10tan.htm>

Background on Amy Tan

- 4 Critique a character's decisions made throughout a novel (Holden in *Catcher in the Rye*)

<http://www.essay.org/school/english/thecat.doc>

Holden's decision-making process

Myth and Folklore EN 311

COURSE DESCRIPTION

Students will explore folktales, myths and legends through the ages, stressing the universal cycles and needs of human beings. The relevance of myths to modern society will also be explored. Many oral and written activities will strengthen students' communication skills.

Key Learning Targets

Language

Arts

- B.12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.
- C.12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.
- D.12.2 Compare and analyze the use of symbol systems and expressions in other cultures' languages.
- F.12.1 Use a research process to plan, conduct and communicate research on assigned and self-selected topics, including literary topics.

Reading

A.12.1b

Word Comprehension

Evaluate and demonstrate a variety of word analysis techniques to comprehend unfamiliar words and improve oral and silent reading performance when considering the context of a work.

A.12.1c

Text Comprehension

Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.

A.12.2a

Story Elements/Structure

Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.

A.12.3a

Main Ideas and Details

Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.

A.12.3b

Literature Study

Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

Myth and Folklore EN 311

COURSE OBJECTIVES

By the end of this course students should be able to:

- 8 Identify the gods, monsters, humans, etc. of various cultures myths and folktales
- 9 Show a familiarity in recognizing mythical allusions
- 10 Know the hero's journey
- 11 Identify the features of regional folktales and legends
- 12 Plan, conduct and communicate research on a specific god, monster, human etc.
- 13 Apply the research to a paper, oral or media presentation
- 14 Identify words from mythology commonly used in the English language
- 15 Identify symbols related to various myths and legends

COURSE EVALUATION/ASSESSMENT

- 6 Students will gain a basic knowledge of strategies for reading myths and traditional texts
- 7 Students will show a familiarity with a variety of myths and legends
- 8 Students will recognize mythological allusions
- 9 Students will be able to plot the hero's journey for any myth or folktale
- 10 Students will create a variety of written works based on the mythology, folktales and legends

REQUIRED WRITING ACTIVITIES:

The following is a list of suggested writing activities that need to be collected over the period of the class. Underneath each sample is a suggestion on how to help create the sample:

Research Paper

- 1 Research a particular god, monster, human, etc. from a specific myth, legend, or folktale. (any of the Greek or Norse gods, Medusa, the Yeti, Paul Bunyan, the golum)

<http://www.ugcs.caltech.edu/~cherryne/mythology.html>

http://www.desy.de/gna/interpedia/greek_myth/greek_myth.html

Introduction to Greek and Norse mythology

http://www.reference.com/browse/wiki/Paul_Bunyan

Paul Bunyan and other "big men"

<http://www.unmuseum.org/yeti.htm>

The Yeti

Myth and Folklore EN 311

- 2 Create a travel brochure to visit sites in various myths (travels of
- 3 Odysseus trying to return to Ithica, journey of Jason searching for the golden fleece, twelve labors of Hercules)

<http://www.kcte.org/lesson-plans/odyssey/forgy4.html>

The Odyssey lesson plans, including travel brochure

Narrative Essay

- 3 Write an essay where you become part of a myth and tell what happens to you

Persuasive Essay

- 4 Write an essay debating the strength of one god over another (Zeus vs. Osirus, Ares vs. Thor, Hera vs. Ishtar, Aphrodite vs. Benzaiten [Japanese goddess of love])

<http://www.godchecker.com/gotw/index.php>

Vote and read about the greatest gods of an area of mythology

Descriptive Essay

- 5 Create your own myth

http://teacher.scholastic.com/writewit/mff/mythswshop_index.htm

<http://www.thursdaysclassroom.com/03jul01/activity5.html>

<http://www.southernct.edu/~ils6937/myth/webquest.htm>

Lessons and a Webquest on myth creation

Expository Essay

- 6 Write an essay on why people are still fascinated by mythology, legends and folklore

<http://www.whitehat.com.au/Australia/History/Myths.asp>

<http://www.timelessmyths.com/>

Why people create myths, and which myths are “timeless”

SUGGESTED ACTIVITIES FOR MYTH AND FOLKLORE

The following list of suggested activities can be applied to the Myth and Folklore curriculum:

Oral Activities

- 7 Plan and deliver an oral presentation on some aspect of mythology or folklore
- 8 Create and perform a scene between two gods, monsters, humans from mythology

**Myth and Folklore
EN 311**

<http://www.suite101.com/article.cfm/mythology/27354>

Monsters from classic mythology

<http://www.teachersnetwork.org/ntol/lessons/mythology/mythplay.htm>

Writing a mythology play

<http://www.americanfolklore.net/ff.html>

American folklore with lesson plans

DRAFT

The Novel EN 321

COURSE DESCRIPTION

In this course students will gain an appreciation and understanding of the development of the novel throughout history. Novels from any time period, culture, race, or author that are appropriate to the school setting are “fair game” for this course. Papers and discussion will be centered on the structure, themes, and elements of various works. This course is not meant to have students outline or write their own original novel, although ideas may certainly spring from the study of the works of others.

Key Learning Targets

Language

Arts

- B.12.3 Edit and critique writing for clarity and effectiveness.
- C.12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.
- D.12.2 Compare and analyze the use of symbol systems and expressions in other cultures’ languages.

Reading

- A.12.1c **Text Comprehension**
Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.
- A.12.1d **Fluency**
Demonstrate the use of fluency strategies when readability and meaning are influenced by text format and content.
- A.12.1e **Purpose for Reading**
Select a variety of material to read for information, appreciation and enjoyment.
- A.12.2a **Story Elements/Structure**
Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.
- A.12.3a **Main Ideas and Details**
Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.
- A.12.3b **Literature Study**
Identify and validate devices an author uses to influence the reader’s understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

The Novel EN 321

COURSE OBJECTIVES

By the end of this course students will be able to:

- 12 Be able to respond to ways authors represent certain themes and reflect on them from a personal perspective
- 13 Identify novel terminology
- 14 Use the writing process to develop papers and essays that include prewriting, drafting, revising, editing, publishing and self-assessment
- 15 Appreciate the cultural diversity and voice within the novel
- 16 Appreciate the evolution of the human experience through the framework of literature
- 17 Identify devices authors use to make a novel relate to the human experience and critique their effectiveness
- 18 Support a literary perspective using textual analysis
- 19 Analyze and critique devices used by an author to influence reader perspective
- 20 Evaluate and summarize the relevance of ideas, arguments, hypotheses and evidence presented in a discussion
- 21 Use advanced computer skills to assist in the analysis and communication of information
- 22 Use research skills to conduct, plan and communicate an assigned or self-selected topic appropriate to course work (this can be done by a written paper, oral presentation, or computer presentation)

COURSE EVALUATION/ASSESSMENT

- 5 Students will be evaluated on their ability to identify major authors and the style in which they wrote
- 6 Students will be evaluated on their ability to analyze a novel and what makes it unique
- 7 Students will be evaluated on their ability to research an author or novel through writing, oral presentation, or media presentation with proper citation
- 8 Students will be evaluated on their ability to identify changes in the structure of the novel through time.
- 9 Students will be evaluated on their ability to make connections to the characters, situations, and perspectives that take place in the novels studied, either personally, or with other works

REQUIRED WRITING ACTIVITIES

The following is a list of required writing activities that need to be collected over the period of the class:

The Novel EN 321

Novel Analysis

13 Analyze different novels

<http://www.randomhouse.com/modernlibrary/100bestnovels.html>
http://www.time.com/time/2005/100books/the_complete_list.html
Top one-hundred novels of all time (subjective, of course)

<http://www.cliffsnotes.com/WileyCDA/Section/id-131128.html>
Suggestions on how to analyze a novel

Research Paper

14 Research a famous author or novel

<http://www.classicauthors.net/>
List of “classic” authors and links

<http://www.shellythacker.com/researching.htm>
How to research a historical novel

Expository Essay

15 Choose a novel and explain the impact of its content on society

<http://www.123helpme.com/assets/15559.html>
Sample essay on George Orwell’s *1984*

16 Choose an author and explain how their background influenced a novel

http://www.writing.com/main/view_item/item_id/1114757
Virginia Woolf’s life experiences and influence on her writing

17 Explain how a time period influenced a genre of novel

<http://www.factmonster.com/ce6/ent/A0856588.html>
The “lost generation”

Comparative Essay

- 18 F. Scott Fitzgerald vs. Ernest Hemingway
- 19 Toni Morrison vs. Zora Neale Hurston
- 20 James Joyce vs. William Faulkner
- 21 *Fahrenheit 451* to *1984*
- 22 *Invisible Man* to *Dracula*

**The Novel
EN 321**

<http://www.uncp.edu/home/nwb/paris/mroberts/Fitz.htm>
<http://www.cwru.edu/artsci/engl/marling/HemFitz/Meyers1.html>
F. Scott Fitzgerald and Ernest Hemingway's rivalry

<http://www.unc.edu/courses/pre2000fall/eng81br1/zora.html>
Toni Morrison and Zora Neale Hurston

http://www.olemiss.edu/mwp/dir/faulkner_william/index.html
Connection to James Joyce and William Faulkner

<http://www.123helpme.com/assets/11402.html>
Sample essay comparing *1984* and *Fahrenheit 451*

<http://www.gradesaver.com/classicnotes/titles/invisibleman/about.html>
<http://en.wikipedia.org/wiki/Dracula>
Information on *Invisible Man* and *Dracula*

SUGGESTED ORAL ACTIVITIES

The following is a list of suggested activities that can be used to further understanding of a novel:

Oral Presentation

- 5 Present a critical view of a famous novel (argue against the use of *Huckleberry Finn* in schools)

<http://www.abffe.org/bbw-huckfinn.htm>
Article on *Huckleberry Finn*

- 6 Pretend to be a famous author being interviewed (such as Amy Tan)

<http://www.uncp.edu/home/canada/work/markport/lit/amnovel/fall2002/10tan.htm>
Background on Amy Tan

- 7 Critique a character's decisions made throughout a novel (Holden in *Catcher in the Rye*)

<http://www.essay.org/school/english/thecat.doc>
Holden's decision-making process

Poetry EN 331

COURSE DESCRIPTION

The purpose of this course is to continue to foster student understanding of the conventions and styles of poetry. While other courses spend time analyzing, reciting and creating poetry, the purpose of this course is to take an in-depth look at different styles of poetry, their structures, poet's influence, and to explicate poems through a thorough analysis on several levels, including the literal and the figurative. The purpose of this course is to not just create poetry, although it can definitely be an activity attached to a style or technique.

Key Learning Targets

Language

Arts

- B.12.2 Apply the writing process to create and critique writing composed in a variety of situations.
- B.12.3 Edit and critique writing for clarity and effectiveness.
- C.12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.
- D.12.1 Identify and analyze the history, origin and usage of English words and phrases.
- D.12.2 Compare and analyze the use of symbol systems and expressions in other cultures' languages.

Reading

- A.12.1a **Word Analysis**
Evaluate and demonstrate a variety of word analysis techniques to recognize unfamiliar words.
- A.12.1b **Word Comprehension**
Evaluate and demonstrate a variety of word analysis techniques to comprehend unfamiliar words and improve oral and silent reading performance when considering the context of a work.
- A.12.1d **Fluency**
Demonstrate the use of fluency strategies when readability and meaning are influenced by text format and content.
- A.12.1e **Purpose for Reading**
Select a variety of material to read for information, appreciation and enjoyment.

Poetry
EN 331

COURSE OBJECTIVES

By the end of this class, students should be able to do the following:

- 21 Explicate a poem. This should be done with an explanation of poet's background, an analysis of devices used in the poem, line by line analysis including citation, and an opinion of poem's intent and success of intent.
- 22 Analyze several forms of poetry, including limerick, sonnet, haiku, free verse, cinquain, ballad, and acrostic (this is not a complete list of what can be studied, just some examples).
- 23 Explain how rhyme and meter affects the meaning of the poem, and that rhyme is not always necessary.
- 24 Research a poet's background and interpret how the background influenced the subject matter and style of the poet(s).
- 25 Create a portfolio of explications of various styles and structures (eight is an example). Students should also add original poems in which they attempt to emulate the styles they explicated, with an assessment of their own poems.
- 26 Recite (from memory) a poem of sufficient length (a Shakespearian sonnet is an example).

COURSE EVALUATION/ASSESSMENT

- 5 Students will be evaluated on their ability to explicate a poem, including author and poetic analysis
- 6 Students will be evaluated on their familiarity with different forms of poetry and their ability to analyze them.
- 7 Students will be evaluated on their ability to orally recite poetry
- 8 Students will be evaluated on their knowledge of figurative language by its use in their writings
- 9 Students will be evaluated on their knowledge of figurative language by their identification of such devices in poems
- 10 Students will be evaluated on their knowledge of poetic forms by their use in their own poems
- 11 Students will be evaluated on dialogue use by its incorporation in their own writings
- 12 Students will be evaluated on their writing by creating polished works suitable for publication

SUGGESTED POETRY ACTIVITIES

The following is a list of suggested poetry activities that need to be collected over the period of the class. It is recommended that at least four of the activities be introduced. Underneath each sample is a suggestion on how to create each type.

Learn, practice and create different poetic forms, which could include haiku, ballads, song lyrics, concrete, couplets, etc.

Poetry EN 331

<http://www.toyomasu.com/haiku/>

Haiku resource with directions on how to write a haiku, and sample poems on many subjects

http://www.msrogers.com/English2/poetry/30_days_of_poetry.htm

30 days of poetry lessons. Students can create a new poem each day for 30 days. Directions and examples for each poetry type are provided

- 1 Teach poetry based the themes and styles present in a particular race or culture

<http://www.msu.edu/~miazgama/aapoets.htm>

Lesson plans for the teaching of African American poetry from the 20th century. A five-day unit with a final culminating project

<http://www.fortunecity.com/victorian/holbein/369/napoet.htm#>

Native American poetry examples

www.asianvoices.org/

Asian poetry examples

- 2 Work specifically on rhythm and rhyme schemes present in particular structures

<http://www.poetryteachers.com/poetclass/lessons/limerick.html>

An explanation of rhythm and rhyme scheme. Student writing can be entered in the limerick contest

- 3 Work on understanding the terminology of poetry

<http://www.writing.upenn.edu/~afilreis/88/poetic-terms.html>

Definitions and examples of the most common poetic terms

- 4 Bridge the gap between music and poetry

<http://www.entrypoints.com/RockLyrics/RockLyrics.html>

Students use song lyrics as an introduction to poetry with emphasis on metaphor, irony, and imagery.

- 5 Create a poetry portfolio based on explications and original poems that the students created

<http://www.unep.edu/home/canada/work/markport/best/study/poetry.htm>

<http://www.uwrf.edu/~sl01/explicat.html>

How to explicate poetry

<http://www.kfalls.k12.or.us/ponderosa/staff/gliddenb/Poetryportfolio.html>

An example of a poetry portfolio

Science Fiction EN 341

COURSE DESCRIPTION

In this course students will explore the realm of science fiction and fantasy. The exploration is made through short story, play, novel, and film (not every science fiction film is appropriate for class or meant to be shown in its entirety--please follow the guidelines about film set by your school). Students will make connections between the “real” world and the fantasy realms created by visionaries that reside on our planet. Writing assignments and oral presentations for this course will be based on readings, discussions, and research stemming from themes of this course. The true purpose is to always find the “science” in the fiction.

Key Learning Targets

Language

Arts

- B.12.2 Apply the writing process to create and critique writing composed in a variety of situations.
- C.12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.
- D.12.1 Identify and analyze the history, origin and usage of English words and phrases.

Reading

- A.12.1c **Text Comprehension**
Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.
- A.12.1e **Purpose for Reading**
Select a variety of material to read for information, appreciation and enjoyment.
- A.12.2a **Story Elements/Structure**
Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.
- A.12.3a **Main Ideas and Details**
Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.

Science Fiction EN 341

Course Objectives

- 1 Identify devices authors use to make the fictional world relate to the human experience and critique their effectiveness
- 2 Explain how themes and concepts of science fiction are based on issues and ideas of the real world (and identify possible allusions)
- 3 Support a literary perspective using textual analysis
- 4 Analyze and critique devices used by an author to influence reader perspective
- 5 Apply the writing process to create and critique various compositions
- 6 Evaluate and summarize the relevance of ideas, arguments, hypotheses and evidence presented in a discussion
- 7 Use advanced computer skills to assist in the analysis and communication of information
- 8 Use research skills to conduct, plan and communicate an assigned or self-selected topic appropriate to course work; this can be done by a written paper, oral presentation, or computer presentation

Course Evaluation/Assessment

- 1 Their ability to differentiate between different genres (fantasy, gothic, and contemporary science fiction)
- 1 Their ability to analyze science fiction and fantasy and explain what makes the forms unique in both written and oral form
- 2 Their ability to research an author or work and present their findings in a research paper or presentation with proper citation and formatting
- 3 Their ability to explain how changes or concerns in our world help authors create science fiction and fantasy
- 4 Their ability to debate complex issues relating to the subject matter of this course
- 5 Their ability to analyze film as a literary work and express their analysis through writing or discussion

REQUIRED WRITING ACTIVITIES

The following is a list of required pieces of writing activities that need to be collected over the period of the class. Underneath each sample is a suggestion on how to create the type:

Literary Analysis

- 1 Analyze novel, short story and film from various authors and time periods (the issue of dealing with the upheaval of society in *Frankenstein* or *Night of the Living Dead*, or the concept of “big brother” in *Fahrenheit 451, 1984*, or the film *The Island*)

<http://www.kimwoodbridge.com/maryshel/maryshel.shtml>

Science Fiction EN 341

<http://www.brightlightsfilm.com/50/night.htm>

Background and analysis on *Frankenstein and Night of the Living Dead*

<http://www.sparknotes.com/lit/451/>

<http://www.sparknotes.com/lit/1984/>

Fahrenheit 451 and *1984*

http://www.cnn.com/2005/SHOWBIZ/Movies/07/22/review_island/index.html

<http://www.beyondhollywood.com/reviews/island.htm>

Background on the 2005 film *The Island*

Research Paper

- 2 Research a particular author or work and explain why it is relevant to the genre of science fiction or fantasy (the *Lord of the Rings* trilogy, the works of H.G. Wells, Ray Bradbury)

<http://raybradburyonline.com/biography.htm>

Ray Bradbury bibliography and biography

<http://www.lordotrings.com/>

Outstanding *Lord of the Rings* site

http://www.channel4.com/science/microsites/S/science/life/biog_wells.html

Biography and works of H.G. Wells

- 1 Research a particular author or work and explain why it is relevant to issues or concepts of our world

<http://www.aaai.org/AITopics/html/scifi.html>

Site about themes of science fiction and connections to our world

Expository Essay

- 3 Explain how a work of science fiction (*Star Wars* or *War of the Worlds*) affected culture

<http://www.clas.ufl.edu/users/agordon/starwars.htm>

<http://www.rlc.dcccd.edu/annex/COMM/english/mah8420/UnderstandingStarWars.htm>

<http://www.iuinfo.indiana.edu/HomePages/103098/text/wow.htm>

Star Wars and *War of the Worlds*

Descriptive Essay

- 1 Describe how science fiction has influenced technology

<http://www.technovelgy.com/>

Database of science fiction technology

Science Fiction EN 341

Comparative Essay

- 2 Robot engineering advances to robots presented in various works of science fiction

http://www.technovelgy.com/ct/Science_List_Detail.asp?BT=Robotics

Robots and technology

- 3 The laws of science to science fiction weaponry

http://en.wikipedia.org/wiki/Death_ray

The “ray gun” and the real world

- 4 *Isaac Asimov’s I, Robot* to the modern film version

<http://samvak.tripod.com/robot.html>

I, Robot

- 5 The theme of the “explorer” in science fiction to real world explorers

http://library.thinkquest.org/4034/hall_of_fame.html

<http://www.fi.edu/planets/sci-fict.html>

Explorers of earth and fictional “space”

Suggested Oral Activities

- 1 Using advanced presentation skills, students select topics to critique literature orally (how *Star Wars* as a extension of *The Odyssey*, the issue of race in the comic book series *The X-Men*, the use of technology in *The Jetsons*)

<http://hubcap.clemson.edu/~sparks/sffilm/mmswtab.html>

Star Wars and the hero’s journey

<http://www.123helpme.com/view.asp?id=17297>

Essay on the issues of racism present in *The X-Men*

<http://www.uwstout.edu/lts/webid/avconf/jetsons.htm>

Technology in *The Jetsons*

- 2 Reenact a famous scene or presentation relating to science fiction or fantasy (re-read a portion of the original *War of the Worlds* broadcast, act out the birth of Frankenstein’s monster, re-record the television broadcasts from the film *Night of the Living Dead*, make a commercial for the original release of *Star Wars*)

<http://www.rense.com/general4/hg.htm>

The original broadcast of *War of the Worlds*

<http://www.filmsite.org/fran3.html>

Explanation of the introductory scene of Frankenstein’s monster from the 1931 film

<http://grouper.com/video/MediaDetails.aspx?id=1424832&ml=>

Original *Star Wars* commercial

Short Fiction EN 351

COURSE DESCRIPTION

In this course students will study short stories and short novels by a variety of authors, and from a number of historical periods. Students will trace the development of short fiction and relate the action and characters to their own experiences. Students will be required to write compositions based on the course readings.

Key Learning Targets

Language

Arts

- B.12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.
- B.12.3 Edit and critique writing for clarity and effectiveness.
- E.12.1 Use advanced computer skills to assist in the acquisition, organization, analysis and communication of information.

Reading

- A.12.1c **Text Comprehension**
Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.
- A.12.1e **Purpose for Reading**
Select a variety of material to read for information, appreciation and enjoyment.
- A.12.2a **Story Elements/Structure**
Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.
- A.12.2b **Text Structure**
Critique and support expository structure in a variety of text to comprehend the meaning of text.
- A.12.3a **Main Ideas and Details**
Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.
- A.12.3b **Literature Study**
Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

Short Fiction EN 351

COURSE OBJECTIVES:

By the end of this course students will be able to:

- 1 Evaluate and demonstrate a variety of comprehension strategies to improve oral and silent reading
- 2 Evaluate and explain how literature themes are developed, literary techniques are used, and writers are influenced by issues and events from various historical periods
- 3 Identify and evaluate main ideas and key points from various perspectives
- 4 Critique, compare and debate the effectiveness of an author's use of literary devices in varied genres
- 5 Develop a criteria to evaluate literary merit
- 6 Create pieces of proficient writing to effectively communicate with different audiences for a variety of purposes
- 7 Demonstrate an adequate level of competency in the area of writing mechanics
- 8 Employ figurative language in writing
- 9 Identify and produce specific poetic forms

COURSE EVALUATION/ASSESSMENT:

- 7 Students will be evaluated on their ability to produce substantial pieces of proficient writing
- 19 Students will be evaluated by showing their competency in writing mechanics in a variety of creative writing styles
- 20 Students will be evaluated on their knowledge of figurative language
- 21 Students will be evaluated on their comprehension of literary works
- 22 Students will be evaluated on their identification of literary techniques in short works
- 23 Students will be evaluated on their writing by creating polished works suitable for publication

REQUIRED WRITING ACTIVITIES:

The following is a list of required writing activities that need to be collected over the period of the class. Underneath each type is a suggestion on how to create the sample:

Literary Analysis

- 1 Analyze several pieces by the same or different authors

<http://www.goshen.edu/english/litanalysis.html>

Offers instruction on literature analysis and offers a sample analysis of a passage

<http://www.gpc.edu/~lawow1/literaryanalysis.htm>

Instructions for literary analysis for a number of writing styles and types

Short Fiction EN 351

Expository Essay

- 1 Choose a short story/novella and explain the influence of the time period on the work

http://www.wccusd.k12.ca.us/teachers/WH/WH_Expo.doc

Directions on how to structure an expository essay for any short story

http://www.readwritethink.org/lessons/lesson_view.asp?id=311

Lesson using a narrative to teach journalistic expository writing

Descriptive Essay

- 1 Describe what it would have been like to be in a specific story's time or place
- 2 Write an additional chapter to a work (In "The Necklace" what happens after the necklace has been revealed to be fake; "The Cask of Amontillado" what happens when the missing person is investigated)

<http://depts.gallaudet.edu/englishworks/writing/essay.html>

Composition guide for a number of essays

http://owl.english.purdue.edu/handouts/general/gl_fiction.html

Guide for writing about fiction pieces

Comparative Essay

- 2 Story from modern point of view vs. story from an ancient point of view
- 3 Poe's reoccurring themes
- 4 Common stories from different cultures (Cinderella story)
- 5 Compare a film adaptation to the original story
- 6 Narrative style in different stories

http://www.readwritethink.org/lessons/lesson_view.asp?id=213

Lesson plan comparing two specific stories

Reflective Essay

- 3 Reflect on how your role as an American teenager is similar to that of a character in a story
- 4 Recreate your life as a short story

<http://wwwfp.education.tas.gov.au/english/stories.htm>

Includes ideas and activities for writing your own short story

http://www.readwritethink.org/lessons/lesson_view.asp?id=397

Letter writing lesson plan connected to a short story

**Short Fiction
EN 351**

SUGGESTED ACTIVITIES FOR SHORT FICTION

The following list of suggested activities can be applied to the short fiction curriculum:

<http://www.enchantedlearning.com/graphicorganizers>

Sample graphic organizers that can be used to describe a story

http://www.readwritethink.org/lessons/lesson_view.asp?id=401

Teaching plot structure through short stories

<http://wwwfp.education.tas.gov.au/english/stories.htm>

Includes ideas and activities for writing your own short story

<http://www.uncp.edu/home/canada/work/allam/general/glossary.htm>

Glossary of American literary terms

http://www.iolani.org/usacad_eng_eng10ssterms_cw9404.htm

List of short story vocabulary

http://www.readwritethink.org/lessons/lesson_view.asp?id=418

Lesson on responding to short stories in multiple media and genres

http://www.readwritethink.org/lessons/lesson_view.asp?id=876

Writing a review for a short story

Women in Literature EN 361

COURSE DESCRIPTION

This survey course engages students in an attempt to isolate and define a distinctly female tradition in literature. It investigates the various ways women have been portrayed in literature. It also is an examination of significant writing by women. The course introduces students to style and content of women's fiction, poetry, drama, and non-fiction.

Key Learning Targets

Edit and critique writing for clarity and effectiveness.

Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.

Compare and analyze the use of symbol systems and expressions in other cultures' languages.

Reading

Text Comprehension

Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.

Fluency

Demonstrate the use of fluency strategies when readability and meaning are influenced by text format and content.

Purpose for Reading

Select a variety of material to read for information, appreciation and enjoyment.

Story Elements/Structure

Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.

Main Ideas and Details

Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.

Literature Study

Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

Women in Literature EN 361

COURSE OBJECTIVES

By the end of this course students will be able to:

- 14 Identify major women authors and their style
- 15 Explain how women writers are influenced by issues and events from various cultures and historical periods and how themes of literature are developed
- 16 Identify devices women authors use to influence the reader's understanding of human experiences and critique the effectiveness of their use in varied genres
- 17 Support a literary perspective using textual analysis
- 18 Analyze and critique devices used by an author to influence reader perspective
- 19 Apply the writing process to create and critique various compositions.
- 20 Evaluate and summarize the relevance of ideas, arguments, hypotheses and evidence presented in a discussion
- 21 Use advanced computer skills to assist in the analysis and communication of information
- 22 Use research skills to conduct, plan and communicate an assigned or self-selected topic appropriate to course work this can be done by a written paper, oral presentation, or computer presentation
- 23 Evaluate and summarize the relevance of ideas, arguments, hypotheses and evidence presented in a discussion

COURSE EVALUATION/ASSESSMENT

- 13 Students will be evaluated on their ability to identify major women authors and the style in which they wrote
- 14 Students will be evaluated on their ability to analyze women's writing and what makes it unique
- 15 Students will be evaluated on their ability to research an author through writing, oral presentation, or media presentation with proper citation
- 16 Students will be evaluated on their ability to identify changes in literature by different women authors.
- 17 Students will be evaluated on their ability to debate complex issues relating to women's literature.

REQUIRED WRITING ACTIVITIES

The following is a list of required pieces of writing activities that need to be collected over the period of the class. Underneath each sample is a suggestion on how to create the sample:

Women in Literature EN 361

Literary Analysis

- 7 Analyze pieces of different women's literature

<http://www.emilydickinson.org/>

Excellent site for resources on Emily Dickenson's writing

Research Paper

- 8 Research a particular female author her influence on literature

http://digital.library.upenn.edu/women/#B_Section

<http://womenshistory.about.com/od/writers/>

A listing of female authors

Expository Essay

- 9 Choose a novel and explain the influence of that author on America

<http://www.factmonster.com/ipka/A0771154.html>

Award winning authors (not all from America)

<http://www.library.unt.edu/rarebooks/exhibits/women/19th.htm>

Women writers Website

Descriptive Essay

- 10 Choose a female author and describe what it would be like to be a character in one of her books

<http://classiclitt.about.com/od/atozcharacterswho/>

<http://digital.library.upenn.edu/women/bronte/bronte-anne.html>

Character database and explanation of characters from an Anne Bronte novel

Comparative Essay

- 1 Alice Walker vs. Toni Morrison
- 2 Amy Tan vs. Kyoko Mori
- 3 Carson McCullers vs. Shirley Jackson

<http://www.luminarium.org/contemporary/alicew/>

Alice Walker web site

<http://www.luminarium.org/contemporary/tonimorrison/toni.htm>

Toni Morrison web page

<http://www.amytan.net/home.aspx>

Amy Tan web site

Women in Literature EN 361

http://www.japanfile.com/books/features/Kyoko_Mori.shtml

Kyoko Mori interview site

<http://www.carson-mccullers.com/>

Carson McCullers site

<http://www.courses.vcu.edu/ENG-jkh/>

Shirley Jackson web site

SUGGESTED ACTIVITIES FOR WOMEN IN LITERATURE

The following list of suggested activities can be applied to the Women in Literature curriculum:

Oral Activities:

- 4 Using advanced presentation skills, students select topics to critique literature orally (use of magical realism in Ana Castillo's *So Far From God*; Amy Tan's style of going back and forth between generations; imagery in Toni Morrison's *Beloved*)

<http://www.english.emory.edu/Bahri/MagicalRealism.html>

Magical Realism

http://members.aol.com/vicnbeck/Tan_Overview.html

Criticism on Amy Tan

<http://klmadison.iweb.bsu.edu/beloved/main.htm>

An imagery index for *Beloved* (Krystal Madison Honors Thesis)

- 5 Reciting literature, plays, poetry (act out a scene from one of Lillian Hellman's plays, recite poetry by Emily Dickenson, Maya Angelou, Nikki Giovanni)

http://www.pbs.org/wnet/americanmasters/database/hellman_1.html

Lillian Hellman web site

<http://www.bartleby.com/113/>

Complete poems of Emily Dickenson

<http://www.poemhunter.com/maya-angelou/poet-6834/>

A list of poems by Maya Angelou

<http://members.tripod.com/~Raincloud771/htm/nikki.htm>

A list of poems by Nikki Giovanni

Writers and the Environment EN 371

COURSE DESCRIPTION

In this course students will study plays, poems, novels, and essays that will expand their awareness of our many environments. Students will complete language and comprehension exercises that will illuminate environments from the personal to the global, both natural and man-made. Readings can be derived from any culture or time period, and are designed to bring an environmental issue or experience to the forefront. Additionally, students will discuss authorial intent and the influence of an environment on an authors work.

Key Learning Targets

Language

Arts

B.12.3 Edit and critique writing for clarity and effectiveness.

C.12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.

D.12.2 Compare and analyze the use of symbol systems and expressions in other cultures' languages.

Reading

A.12.1c Text Comprehension

Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.

A.12.1d Fluency

Demonstrate the use of fluency strategies when readability and meaning are influenced by text format and content.

A.12.1e Purpose for Reading

Select a variety of material to read for information, appreciation and enjoyment.

A.12.2a Story Elements/Structure

Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.

A.12.3a Main Ideas and Details

Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.

A.12.3b Literature Study

Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

Writers and the Environment **EN 371**

COURSE OBJECTIVES

By the end of this class, students should be able to do the following:

- 27 Create substantial pieces of proficient writing to effectively communicate with different audiences for different purposes
- 28 Compare and analyze the use of symbol systems and expressions in other people's languages
- 29 Apply the writing process to create and critique writing composed in a variety of situations
- 30 Evaluate oral messages for accuracy, logic, and usefulness
- 31 Evaluate and demonstrate a variety of comprehension strategies to understand texts
- 32 Select a variety of material to read for information, appreciation, and enjoyment
- 33 Evaluate and explain how classical and contemporary literature themes are developed
- 34 Develop a criteria to evaluate media literacy
- 35 Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues
- 36 Select a variety of informational text to analyze and synthesize concepts and details, apply logic and reasoning and integrate information from multiple sources to critique effectiveness, reliability and authenticity of text

COURSE EVALUATION/ASSESSMENT

- 11 Students will be evaluated on their completion of proficient writing pieces
- 12 Students will be evaluated on their familiarity with writing conventions
- 13 Students will be evaluated on their ability to provide effective feedback and analysis of author and student produced work
- 14 Students will be evaluated on their ability to conduct research on self selected and assigned topics
- 15 Students will be evaluated on their understanding of key vocabulary

SUGGESTED ACTIVITIES

The following is a list of suggested Writers and the Environment activities that could be collected over the period of the class. Underneath each sample are suggested resources.

Research Paper

- 1 Complete a research paper on self selected or assigned topics
<http://www.aresearchguide.com/>
Provides a research guide for students for completion of a research Paper

Writers and the Environment EN 371

Poetry Analysis

- 1 Create original poems focusing on simile, rhyme scheme, stressed & unstressed syllables, metaphors, the various form of poetry for stylistic intent/purpose, etc

<http://www.authorsden.com/visit/viewarticle.asp?AuthorID=13298>

Provides a guide for critiquing and evaluating poetry

<http://www.lib.fit.edu/pubs/librarydisplays/FormsOFpoetry.pdf>

Provides information on the various poetic forms

Persuasive Essay

- 2 Argue how an environment influenced an author or a work's theme

<http://www.geocities.com/soho/atrium/1437/pers.html>

Persuasive essay resources

<http://712educators.about.com/od/essaysparagraphpapers/a/persuasprompts.htm>

Persuasive essay topics

Descriptive Essay

- 1 Write an essay using rich vocabulary to describe a particular location or imagined location

<http://www.rsc.ccc.tn.us/owl&writingcenter/OWL/Describe.html>

How to write a descriptive essay

<http://ftp.ccccd.edu/andrade/1301/examples.htm>

Sample descriptive essays

Comparative Essay

- 1 Write essays comparing the environments in different novels
- 2 Write essays comparing the environments in the same novel

<http://www.wikihow.com/Write-a-Comparative-Essay>

How to write a comparative essay

<http://www.hyperhistory.net/apwh/essays/cmp.htm>

Comparative essay tips

Writers and the Environment EN 371

Writing

- 1 Continue working with the writing process: thesis, outline, drafts, peer-revision, and the final multi-paragraph essay

<http://www.angelfire.com/wi/writingprocess/>

<http://www.csuohio.edu/writingcenter/writproc.html>

http://www.geocities.com/fifth_grade_tpes/writing_process.html

Links on the writing process

- 2 Students should focus their writing on literary comparisons of various devices and techniques

<http://www.lukewallin.com/c-chapter12.htm>

Models of environmental writing

<http://www.thedirt.org/node/2448>

Information on environmental writing

<http://mrbraiman.home.att.net/lit.htm>

Explains various literary devices

http://www.technology.com/teachers/lesson_plans/language_arts/literary/

Provides lesson plans on literary analysis

<http://www.csuohio.edu/writingcenter/writproc.html>

Provides information explaining the writing process

Critiquing and Editing Writing

- 1 Critique peer writing and academic sources

<http://www.au.af.mil/au/awc/awcgate/comm-skills/critiquing-kline.htm>

<http://www.shortstorygroup.com/critique.htm>

How to critique

<http://www.thewritingsite.org/resources/managing/workshop/edit.asp>

Resource on editing marks

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Grammar

Continue internalizing sentence structures

Focus on keeping the same tense within their writing, using appropriate sentence structures, and begin using elaborate punctuation for style and effect, such as: ellipsis, hyphens, semicolons, brackets, dashes, etc.

<http://www.newtonson.edu/ows/sentenestruct.htm>

Explains sentence structure and how to effectively create sentences

http://www.temple.edu/writingctr/workshops/workshop_proofreading.htm

Explains how to edit and punctuate effectively.

DRAFT

Composition
EN 381

COURSE DESCRIPTION

This course is designed to help students develop their abilities in writing. Students will read models of good writing and through practice, they will increase their vocabulary and learn to organize their ideas logically and concisely.

Key Learning Targets

Language

Arts

- B.12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.
- B.12.2 Apply the writing process to create and critique writing composed in a variety of situations.
- B.12.3 Edit and critique writing for clarity and effectiveness.
- D.12.1 Identify and analyze the history, origin and usage of English words and phrases.
- E.12.1 Use advanced computer skills to assist in the acquisition, organization, analysis and communication of information.

Reading

- A.12.3a **Main Ideas and Details**
Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.

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COURSE OBJECTIVES

By the end of this class, students should be able to do the following:

- 1 Create substantial pieces of proficient writing to effectively communicate with different audiences for different purposes
- 2 Apply the writing process to create and critique writing composed in a variety of situations.
- 3 Evaluate oral messages for accuracy, logic, and usefulness
- 4 Evaluate audience feedback on the clarity, form, effectiveness, technical achievement, and aesthetic appeal of media work
- 5 Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues
- 6 Select a variety of informational text to analyze and synthesize concepts and details, apply logic and reasoning and integrate information from multiple sources to critique effectiveness, reliability and authenticity of text

COURSE EVALUATION/ASSESSMENT

- 1 Students will be evaluated on their completion of proficient writing pieces
- 2 Students will show a familiarity with writing conventions
- 3 Students will be evaluated on their ability to provide effective feedback and analysis of author and student produced work
- 4 Students will be evaluated on their ability to conduct research on self selected and assigned topics
- 5 Students will be evaluated on their understanding of key vocabulary

SUGGESTED COMPOSITION ACTIVITIES

The following is a list of suggested Composition activities that could be collected over the period of the class. Underneath each sample are suggested activities for each sample.

Research Paper

- 1 Complete a research paper on self selected or assigned topics

<http://www.aresearchguide.com/>

Provides a research guide for students for completion of a research paper

Poetry Analysis

Create original poems focusing on simile, rhyme scheme,

Composition EN 381

- 1 stressed & unstressed syllables, metaphors, the various form of poetry for stylistic intent/purpose, etc

<http://www.authorsden.com/visit/viewarticle.asp?AuthorID=13298>

Provides a guide for critiquing and evaluating poetry

<http://www.lib.fit.edu/pubs/librarydisplays/FormsOfpoetry.pdf>

Provides information on the various poetic forms

Persuasive Essay

- 2 Explain the perspective of an event from a character's point of view
- 3 Show how an author was influenced by a particular event or time period in history
- 4 Tie in literary conflicts to current events and debate them

<http://www.geocities.com/soho atrium/1437/pers.html>

Persuasive essay resources

<http://712educators.about.com/od/essaysparagraphspapers/a/persuasprompts.htm>

Persuasive essay topics

Descriptive Essay

- 1 Write an essay using rich vocabulary to describe a particular ethnic experience: holiday (*Cinco De Mayo*), religious (*Ramadan*), political (*Civil Rights*) social (*The Great Depression*, *Coming to America*), etc.

<http://www.rsc.c.c.tn.us/owl&writingcenter/OWL/Describe.html>

How to write a descriptive essay

<http://ftp.ccccd.edu/andrade/1301/examples.htm>

Sample descriptive essays

Comparative Essay

- 1 Write essays comparing: literary works, different authors, literary descriptions of time periods and events (i.e. early American immigrants, the Great Depression...)

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<http://www.wikihow.com/Write-a-Comparative-Essay>
How to write a comparative essay

<http://www.hyperhistory.net/apwh/essays/cmp.htm>
Comparative essay tips

Writing

- 1 Continue working with the writing process: thesis, outline, drafts, peer-revision, and the final multi-paragraph essay
- 2 Students should focus their writing on literary comparisons of various devices and techniques

<http://mrbraiman.home.att.net/lit.htm>
Explains various literary devices

http://www.teachnology.com/teachers/lesson_plans/language_arts/literary/
Provides lesson plans on literary analysis

<http://www.csuohio.edu/writingcenter/writproc.html>
Provides information explaining the writing process

Sentence Diagramming

- 2 Diagram sentences to teach how to manipulate written language

http://www.geocities.com/gene_moutoux/diagrams.htm

A site with beginning sentence diagrams to a step-by-step explanation of how to diagram parts of the U.S. Constitution

<http://home.new.rr.com/aplang/Diagramming/s6.htm>

This site is great at giving you visuals of where to place specific parts of speech on the diagram

Critiquing and Editing Writing

- 1 Critique peer writing and academic sources

<http://www.au.af.mil/au/awc/awcgate/comm-skills/critiquing-kline.htm>

<http://www.shortstorygroup.com/critique.htm>

How to critique

<http://www.thewritingsite.org/resources/managing/workshop/edit.asp>

Resource on editing marks

Composition EN 381

Grammar

- 1 Continue internalizing sentence structures
- 2 Focus on keeping the same tense within their writing, using appropriate sentence structures, and begin using elaborate punctuation for style and effect, such as: ellipses, hyphens, semicolons, brackets, dashes, etc.

<http://wwwnew.towson.edu/ows/sentencestruct.htm>

Explains sentence structure and how to effectively create sentences

http://www.temple.edu/writingctr/workshops/workshop_proofreading.htm

Explains how to edit and punctuate effectively

<http://www.iolani.honolulu.hi.us/Keables/KeablesGuide/PartFour/BracketsEllipsesHyphensCaps.htm>

Explains how to effectively punctuate for style

SUGGESTED ORAL ACTIVITIES

- 1 Have students participate in debates on thematic topics
- 2 They should give more than one oral recitation of pieces of literature or poetry
- 3 Students should give oral literary critiques either prepared or impromptu

http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml

Lesson plans on how to use debates in class

<http://www.idebate.org>

Provides information regarding how to organize, promote and develop debate. Lists of possible debate topics and classroom activities are also provided

<http://www.eslpartyland.com/teachers/nov/listen.htm#Reading>

Ideas on how to give and critique oral presentations

- 1 Improve vocabulary through exercises

http://esl.about.com/library/courses/blcourses_advanced_vocabulary.htm

For ESL learners

<http://www.world-english.org/adv-vocabulary.htm>

<http://englishstudydirect.com/OSAC/langacrv.htm>

Advanced vocabulary exercises

Composition
EN 381

2 Improve oral reading performance

<http://www.webenglishteacher.com/merchant.html>

Resources for *The Merchant of Venice*

<http://www.howard.k12.md.us/langarts/Curriculum/strategies.htm>

Improving reading performance

3 Increase reading fluency through short stories

<http://www.illyria.com/tobsites.html>

Tim O'Brien resources

<http://freepages.history.rootsweb.com/~tdlarson/fsf/links.htm>

F. Scott Fitzgerald links

<http://www.readingrockets.org/teaching>

Techniques for teaching reading effectively

Advanced Composition EN 391

COURSE DESCRIPTION

In this course students will examine various aspects of language and composition to sharpen their awareness of language and their understanding of the writer's craft. In this writing workshop, emphasis will be on unity, coherence, clarity, conciseness, and effective use of structure and diction. Students will also be asked to produce polished final compositions representative of their sophistication with written language.

Key Learning Targets

Language

Arts

- B.12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.
- B.12.2 Apply the writing process to create and critique writing composed in a variety of situations.
- B.12.3 Edit and critique writing for clarity and effectiveness.
- C.12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.
- E.12.1 Use advanced computer skills to assist in the acquisition, organization, analysis and communication of information.
- E.12.5 Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work.

Reading

A.12.3a

Main Ideas and Details

Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.

Advanced Composition EN 391

COURSE OBJECTIVES:

By the end of this class, students should be able to do the following:

- 1 Create substantial pieces of proficient writing to effectively communicate with different audiences for different purposes
- 2 Apply the writing process to create and critique writing composed in a variety of situations.
- 3 Evaluate oral messages for accuracy, logic, and usefulness
- 4 Evaluate audience feedback on the clarity, form, effectiveness, technical achievement, and aesthetic appeal of media work
- 5 Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues

- 6 Select a variety of informational text to analyze and synthesize concepts and details, apply logic and reasoning and integrate information from multiple sources to critique effectiveness, reliability and authenticity of text

COURSE EVALUATION/ASSESSMENT:

- 1 Students will be evaluated on their completion of proficient writing pieces
- 2 Students will show a familiarity with writing conventions
- 3 Students will be evaluated on their ability to provide effective feedback and analysis of author and student produced work
- 4 Students will be evaluated on their ability to conduct research on self selected and assigned topics
- 5 Students will be evaluated on their understanding of key vocabulary

SUGGESTED ADVANCED COMPOSITION ACTIVITIES:

The following is a list of suggested Advanced Composition activities that could be collected over the period of the class. Underneath each sample are suggested activities for each sample.

Research Paper

- 1 Complete a research paper on self selected or assigned topics

<http://www.aresearchguide.com/>

Provides a research guide for students for completion of a research paper

Advanced Composition EN 391

Poetry Analysis

- 1 Create original poems focusing on simile, rhyme scheme, stressed & unstressed syllables, metaphors, the various form of poetry for stylistic intent/purpose, etc

<http://www.authorsden.com/visit/viewarticle.asp?AuthorID=13298>

Provides a guide for critiquing and evaluating poetry

<http://www.lib.fit.edu/pubs/librarydisplays/FormsOfpoetry.pdf>

Provides information on the various poetic forms

Persuasive Essay:

- 2 Explain the perspective of an event from a character's point of view
- 3 Show how an author was influenced by a particular event or time period in history
- 4 Tie in literary conflicts to current events and debate them

Descriptive Essay:

- 1 Write an essay using rich vocabulary to describe a particular ethnic experience: holiday (*Cinco De Mayo*), religious (*Ramadan*), political (*Civil Rights*) social (*The Great Depression, Coming to America*), etc.

Comparative Essay:

- 1 Write essays comparing: literary works, different authors, literary descriptions of time periods and events (i.e. early American immigrants, the Great Depression...)

Writing:

- 1 Continue working with the writing process: thesis, outline, drafts, peer-revision, and the final multi-paragraph essay
- 2 Students should focus their writing on literary comparisons of various devices and techniques

<http://mrbraiman.home.att.net/lit.htm>

Explains various literary devices

http://www.teachnology.com/teachers/lesson_plans/language_arts/literary/

Provides lesson plans on literary analysis

<http://www.csuohio.edu/writingcenter/writproc.html>

Provides information explaining the writing process

Advanced Composition EN 391

1 Sentence Diagramming

http://www.geocities.com/gene_moutoux/diagrams.htm

A site with beginning sentence diagrams to a step-by-step explanation of how to diagram parts of the U.S. Constitution

<http://home.new.rr.com/aplang/Diagramming/s6.htm>

This site is great at giving you visuals of where to place specific parts of speech on the diagram

2 Critiquing and Editing Writing

<http://www.au.af.mil/au/awc/awcgate/comm-skills/critiquing-kline.htm>

<http://www.shortstorygroup.com/critique.htm>

How to critique

<http://www.thewritingsite.org/resources/managing/workshop/edit.asp>

Resource on editing marks

Grammar:

- 1 Continue internalizing sentence structures
- 2 Focus on keeping the same tense within their writing, using appropriate sentence structures, and begin using elaborate punctuation for style and effect, such as: ellipses, hyphens, semicolons, brackets, dashes, etc.

<http://wwwnew.towson.edu/ows/sentencestruct.htm>

Explains sentence structure and how to effectively create sentences

http://www.temple.edu/writingctr/workshops/workshop_proofreading.htm

Explains how to edit and punctuate effectively

<http://www.iolani.honolulu.hi.us/Keables/KeablesGuide/PartFour/BracketsEllipsesHyphensCaps.htm>

Explains how to effectively punctuate for style

Advanced Composition
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SUGGESTED ORAL ACTIVITIES:

- 1 Have students participate in debates on thematic topics
- 2 They should give more than one oral recitation of pieces of literature or poetry
- 3 Students should give oral literary critiques either prepared or impromptu

http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml

Lesson plans on how to use debates in class

<http://www.idebate.org>

Provides information regarding how to organize, promote and develop debate. Lists of possible debate topics and classroom activities are also provided

<http://www.eslpartyland.com/teachers/nov/listen.htm#Reading>

Ideas on how to give and critique oral presentations

- 3 Improve vocabulary through exercises

http://esl.about.com/library/courses/blcourses_advanced_vocabulary.htm

For ESL learners

<http://www.world-english.org/adv-vocabulary.htm>

<http://englishstudydirect.com/OSAC/langacry.htm>

Advanced vocabulary exercises

- 4 Improve oral reading performance

<http://www.webenglishteacher.com/merchant.html>

Resources for *The Merchant of Venice*

<http://www.howard.k12.md.us/langarts/Curriculum/strategies.htm>

Improving reading performance

- 5 Increase reading fluency through short stories

<http://www.illyria.com/tobsites.html>

Tim O'Brien resources

<http://freepages.history.rootsweb.com/~tdlarson/fsf/links.htm>

F. Scott Fitzgerald links

<http://www.readingrockets.org/teaching>

Techniques for teaching reading effectively

Journalism EN 401

COURSE DESCRIPTION

Journalism is a workshop course that focuses on the writing of news stories, feature stories, editorials, interviews, sports stories, and reviews. Students will build on basic writing skills and focus on the craft of composing writing from a journalist's perspective

Key Learning Targets

Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.
Use advanced computer skills to assist in the acquisition, organization, analysis and communication of information.

Develop and apply criteria to evaluate various media messages.

Develop and present various media products to inform or entertain real audiences across content areas.

Evaluate the impact of various market factors on the effectiveness of media production and distribution.

Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work.

Use a research process to plan, conduct and communicate research on assigned and self-selected topics, including literary topics.

Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.

Demonstrate the use of fluency strategies when readability and meaning are influenced by text format and content.

Select a variety of material to read for information, appreciation and enjoyment.

Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.

Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

Select a variety of informational text to analyze and synthesize concepts and details, apply logic and reasoning and integrate information from multiple sources to critique effectiveness, reliability and authenticity of text.

Journalism EN 401

COURSE OBJECTIVES

By the end of this course students should be able to:

- 1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes
- 2 Develop a criteria to evaluate various media messages
- 3 Evaluate audience feedback on the effectiveness of media work
- 4 Plan, conduct and communicate research on a self selected or assigned topics
- 5 Identify the devices an author uses to influence the reader
- 6 Demonstrate reading comprehension both orally and silently
- 7 Demonstrate understanding of journalistic vocabulary (libel, slander, defamation, copyright, plagiarism, etc.)

COURSE EVALUATION/ASSESSMENT

- 1 Students will produce proficient articles and news stories
- 2 Students will show a familiarity with the conventions of journalistic writing
- 3 Students will create a variety of written works based on interviews, research, first hand accounts, etc.
- 4 Students will articulate personal opinions through successful editorial writing
- 5 Students will demonstrate understanding of key vocabulary

SUGGESTED ACTIVITIES and RESOURCES FOR JOURNALISM

The following list of suggested activities can be applied to the Journalism curriculum:

Journalism Resources

- 1 Teach the conventions, history, and laws related to journalistic writing

<http://www.webenglishteacher.com/journ.html>

Provides multiple resources related to journalism (interviewing, editing, ethics, photography, etc.)

<http://www.highschooljournalism.org/>

Everything you need to know about teaching high school journalism, with lesson plans

<http://www.emints.org/ethemes/resources/S00001323.shtml>

Database for journalism resources

Oral Activities

- 1 Prepare and deliver an oral presentation on a researched topic or of a written article
- 2 Present the facts of an article in an oral presentation

<http://www.ot.kumc.edu/jradel/effective.html>

Information on creating an effective oral presentation

Journalism EN 401

Article Writing

1 Interviewing

<http://www.engl.niu.edu/wac/interview.html>

Resource for conducting effective interviews

<http://www.journalism.org/resources/tools/reporting/interviewing/tips.asp>

10 tips for conducting a better interview

2 Editorial

<http://www.k12albemarle.org/albemarleHS/ClassPages/shepard/WebQuest/WritingEditorials.htm>

How to write an editorial story

http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Language_Arts/Journalism/JNL0006.html

Using editorial; writing to teach persuasion

3 Sports

<http://www.journaliststoolbox.com/sports/30dirty.html>

Tips for writing a good sports story

4 News

<http://www.emints.org/ethemes/resources/S00001200.shtml>

Resources for writing news articles

5 Headlines

<http://www.poynter.org/column.asp?id=47&aid=65741>

Discusses how typeface can alter the mood of an article

<http://www.newseum.org/todaysfrontpages/>

Examples of front pages from around the world

6 Obituary

<http://www.lippertfuneralhome.com/owg.htm>

Directions on how to compose an obituary

7 Caption Writing

<http://www.copydesk.org/captions.htm>

Guide to writing captions for photographs

8 Comics/political cartoons

<http://members.shaw.ca/creatingcomics/>

<http://www.time.com/time/cartoons/20050610/>

Resource for creating comics

9 Photography

<http://www.emints.org/ethemes/resources/S00000630.shtml>

Resources for incorporating photography into journalism

Creative Writing EN 411

COURSE DESCRIPTION

The central purpose of this course is to help students develop their ability to utilize specific writing techniques necessary for describing experiences in depth. Workshop writing will vary from short stories to character sketches and may include poetry. Language and manuscript skills are stressed. The purpose of this class is not to study works that are deemed “creative”. Examples from various genres are only used to introduce devices and techniques common to the creative writing process. What students should gain from this course is an ability to distinguish various creative genres and be able to produce writing samples in the following areas: poems, short stories, letters, essays, plays, movie scripts, novels, and advertisements. The list is not meant to be exhaustive, and other areas of creativity in writing are certainly fair game.

Key Learning Targets

Language

Arts

- B.12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.
- B.12.2 Apply the writing process to create and critique writing composed in a variety of situations.
- B.12.3 Edit and critique writing for clarity and effectiveness.
- D.12.1 Identify and analyze the history, origin and usage of English words and phrases.

Reading

A.12.1d

Fluency

Demonstrate the use of fluency strategies when readability and meaning are influenced by text format and content.

A.12.2a

Story Elements/Structure

Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.

Creative Writing EN 411

COURSE OBJECTIVES

By the end of this course students will be able to:

- 10 Create pieces of proficient writing to effectively communicate with different audiences for a variety of purposes
- 11 Demonstrate competency in the area of writing mechanics
- 12 Explore new forms of creative writing
- 13 Employ figurative language in writing
- 14 Use drafts and revisions as a means of producing polished works of creative fiction and poetry that are suitable for publication
- 15 Identify and produce specific poetic forms
- 16 Develop characters imaginatively and effectively
- 17 Incorporate dialogue into works of short fiction
- 18 Transform story ideas into effective plots

COURSE EVALUATION/ASSESSMENT

- 8 Students will be evaluated on their familiarity with different types of creative writing by producing poems, short stories, letters, essays, plays, script writing, novels and advertisements
- 9 Students will be evaluated by showing their competency in writing mechanics in a variety of creative writing styles
- 10 Students will be evaluated on their knowledge of figurative language by its use in their writings
- 11 Students will be evaluated on their knowledge of poetic forms by their use in their own poems
- 12 Students will be evaluated on dialogue used by its incorporation in their own writings
- 13 Students will be evaluated on their writing by creating polished works suitable for publication

SUGGESTED ACTIVITIES for CREATIVE WRITING

The following is a list of suggested writing activities that need to be collected over the period of the class. It is recommended that at least four of the activities be introduced. Underneath each sample is a suggestion on how to create each type:

Poetry

- 2 Learn, practice and create different poetic forms, which could include haiku, ballads, song lyrics, concrete, couplets

http://www.msrogers.com/English2/poetry/30_days_of_poetry.htm

30 days of poetry lessons. Students can create a new poem each day for 30 days. Directions and examples for each poetry type are provided

Creative Writing EN 411

<http://www.msu.edu/~miazgama/aapoets.htm>

Lesson plans for the teaching of African American poetry from the 20th century. A five-day unit with a final culminating project

<http://www.toyomasu.com/haiku/>

Haiku resource with directions on how to write a haiku, and sample poems on many subjects

<http://www.poetryteachers.com/poetclass/lessons/limerick.html>

An explanation of the rhythm and rhyme scheme. Student writing can be entered in the Limerick contest

<http://www.writing.upenn.edu/~afilreis/88/poetic-terms.html>

Definitions and examples of the most common poetic terms

<http://www.entrypoints.com/RockLyrics/RockLyrics.html>

Students use song lyrics as an introduction to poetry with emphasis on metaphor, irony, and imagery.

Short Stories

- 3 Learn the format and devices of the short story and create examples in a variety of genres (western, romance, suspense, detective, survivalist, horror, science fiction, fantasy)

<http://www.eastoftheweb.com/short-stories/teacher.html>

Study questions, stories, and activities for a variety of short stories

<http://schools.sd68.bc.ca/bars/englishroom/shortstory.htm>

Short Story resources for a number of stories as well as universal story activities and lessons

Letters

- 4 Learn the letter format and create examples (Dear Abby, editorial)

<http://englishplus.com/grammar/lettrcont.htm>

Provides letter-writing rules for business and informal letter writing.

http://www.career.fsu.edu/ccis/guides/write_eff.html

Guide to various types of letter writing with lists of the specific items to be included in letters.

Creative Writing EN 411

Essays

- 5 Learn, practice and create creative essays

<http://www.webenglishteacher.com/writing.html>

Links to various writing resources for every type of essay writing

<http://essayinfo.com/>

Everything essays. Designed for college students, and covers all aspects of essay writing

Plays

- 6 Learn the format and create a one act play

<http://teacher.scholastic.com/lessonrepro/lessonplans/playindex.htm>

<http://www.writerswrite.com/journal/hughes.htm>

http://www.scriptwritingsecrets.com/Play_format.htm

Sites on designing, formatting, and getting students excited about plays, including writing dialogue

Scripts

- 7 Learn the format and create a _ hour sitcom

<http://www.scriptologist.com/Magazine/Formatting/formatting.html>

<http://www.robinkelly.btinternet.co.uk/sitcom1.htm>

<http://breakingin.net/samplechapter.htm>

Sites on formatting movie scripts as well as sitcoms. You may also download sample scripts (be sure to preview before distributing!)

Novels

- 8 Learn the format, draft a synopsis and write the first chapter of a novel

http://www.peacecorpswriters.org/pages/depts/resources/resour_writers/100daysbook/bk100da.html

<http://www.write101.com/dgnovel.htm>

<http://brendacoulter.com/BrendaCoulterManuscript.htm>

Tips for developing and structuring a novel

Creative Writing
EN 411

Advertisements

- 9 Learn the format, propaganda techniques and create advertisements for a variety of products

<http://members.aol.com/MrDonnUnits/Propaganda.html>

Lessons plans on propaganda

<http://www.pbs.org/newshour/extra/teachers/lessonplans/october01/warads/>

http://www.cln.org/themes/media_advert.html

Lessons plans on advertising

<http://advertising.utexas.edu/research/terms/>

Advertising terminology

DRAFT

**Language Skills Laboratory
EN 421**

COURSE DESCRIPTION

This course is designed to help students strengthen their language and composition skills. Emphasis is placed on writing skills, problem solving, reading skills, study skills and improving grammar and usage.

Key Learning Targets

Language

Arts

- B.12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.
- B.12.3 Edit and critique writing for clarity and effectiveness.
- D. 12. 1 Identify and analyze the history, origin and usage of English words and phrases.
- E.12.1 Use advanced computer skills to assist in the acquisition, organization, analysis and communication of information.

Reading

A.12.1b

Word Comprehension

Evaluate and demonstrate a variety of word analysis techniques to comprehend unfamiliar words and improve oral and silent reading performance when considering the context of a work.

A.12.1c

Text Comprehension

Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.

A.12.3a

Main Ideas and Details

Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.

Language Skills Laboratory EN 421

COURSE OBJECTIVES

By the end of this course students will be able to:

- 1 Create substantial pieces of proficient writing to efficiently communicate with different audiences for a variety of purposes, including literary analysis.
- 2 Edit and critique writing for clarity and effectiveness
- 3 Identify and analyze the history, origin, and usage of English words and phrases
- 4 Use advanced computer skills to assist in the acquisition, organization, analysis and communication of information
- 5 Evaluate and demonstrate a variety of word analysis techniques to comprehend unfamiliar words
- 6 Improve oral and silent reading performance of unseen texts
- 7 Evaluate and demonstrate a variety of reading comprehension strategies
- 8 Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues
- 9 Develop and articulate orally and in writing defensible points of view reflected in fiction and non fiction text

COURSE EVALUATION/ASSESSMENT

- 1 Students will be evaluated on their ability to express understanding of the development of the English language
- 2 Students will be evaluated on their ability to improve oral reading performance
- 3 Students will be evaluated on their ability to use fluency strategies to comprehend unseen texts
- 4 Students will be evaluated on their ability to analyze complex words
- 5 Students will be evaluated on their ability to interpret meaning of spoken phrases
- 6 Students will be evaluated on their ability to evaluate purpose of spoken and written messages
- 7 Students will be evaluated on their ability to edit and critique writing samples of varying difficulty and structure
- 8 Students will be evaluated on their ability to produce writing samples of varying difficulty and structure

Suggested Activities

The following is a list of suggested activities for this course:

- 1 Trace the development of the English Language

<http://www.englishclub.com/english-what.htm>

<http://www.m-w.com/help/faq/history.htm>

http://en.wikipedia.org/wiki/History_of_the_English_Language

Resources on the English Language

Language Skills Laboratory
EN 421

<http://acunix.wheatonma.edu/mdrout/GrammarBook2005/Tricks.html>

Tips for translating Old English

2 Improve vocabulary through exercises

http://esl.about.com/library/courses/blcourses_advanced_vocabulary.htm

For ESL learners

<http://www.world-english.org/adv-vocabulary.htm>

<http://englishstudydirect.com/OSAC/langacrvt.htm>

Advanced vocabulary exercises

3 Improve oral reading performance

<http://www.webenglishteacher.com/merchant.html>

Resources for *The Merchant of Venice*

<http://www.howard.k12.md.us/langarts/Curriculum/strategies.htm>

Improving reading performance

4 Increase reading fluency through short stories

<http://www.illyria.com/tobsites.html>

Tim O'Brien resources

<http://freepages.history.rootsweb.com/~tdlarson/fsf/links.htm>

F. Scott Fitzgerald links

<http://www.readingrockets.org/teaching>

Reading suggestions and strategies

5 Sentence Diagramming

http://www.geocities.com/gene_moutoux/diagrams.htm

A site with beginning sentence diagrams to a step-by-step explanation of how to diagram parts of the U.S. Constitution

<http://home.new.rr.com/aplang/Diagramming/s6.htm>

This site is great at giving you visuals of where to place specific parts of speech on the diagram

6 Critiquing and Editing Writing

<http://www.au.af.mil/au/awc/awcgate/comm-skills/critiquing-kline.htm>

<http://www.shortstorygroup.com/critique.htm>

How to critique

<http://www.thewritingsite.org/resources/managing/workshop/edit.asp>

Resource on editing marks

The English Language EN 431

COURSE DESCRIPTION

The purpose of this course is to make students more aware of the written and spoken English we use to communicate. Students will study and explore usage, dialects, word origins and meanings. These linguistic skills are also related to the craft of composition in several ways.

Key Learning Targets

Language

Arts

- B.12.3 Edit and critique writing for clarity and effectiveness.
- C.12.2 Evaluate oral messages for accuracy, logic and usefulness.
- D.12.1 Identify and analyze the history, origin and usage of English words and phrases.
- D.12.2 Compare and analyze the use of symbol systems and expressions in other cultures' languages.

Reading

- A.12.1a **Word Analysis**
Evaluate and demonstrate a variety of word analysis techniques to recognize unfamiliar words.
- A.12.1b **Word Comprehension**
Evaluate and demonstrate a variety of word analysis techniques to comprehend unfamiliar words and improve oral and silent reading performance when considering the context of a work.
- A.12.1d **Fluency**
Demonstrate the use of fluency strategies when readability and meaning are influenced by text format and content.

COURSE OBJECTIVES

By the end of this course students will be able to:

- 1 Edit and critique writing for clarity and effectiveness
- 2 Evaluate oral messages for accuracy, logic, and usefulness
- 3 Identify and analyze the history, origin and usage of English words and phrases
- 4 Compare and analyze the use of symbol systems and expressions in other cultures' languages
- 5 Evaluate and demonstrate a variety of word analysis techniques to recognize unfamiliar words
- 6 Comprehend unfamiliar words and improve oral and silent reading performance when considering the context of a work
- 7 Demonstrate the use of fluency strategies when readability and meaning are influenced by text format and content

The English Language EN 431

COURSE EVALUATION/ASSESSMENT

- 9 Students will be evaluated on their ability to express understanding of the development of the English language
- 10 Students will be evaluated on their ability to improve oral reading performance
- 11 Students will be evaluated on their ability to use fluency strategies to comprehend unseen texts
- 12 Students will be evaluated on their ability to analyze complex words
- 13 Students will be evaluated on their ability to interpret meaning of spoken phrases
- 14 Students will be evaluated on their ability to evaluate purpose of spoken and written messages
- 15 Students will be evaluated on their ability to edit and critique writing samples of varying difficulty and structure

Suggested Activities

The following is a list of suggested activities for this course:

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http://en.wikipedia.org/wiki/History_of_the_English_Language

Resources on the English Language

<http://acunix.wheatonma.edu/mdrout/GrammarBook2005/Tricks.html>

Tips for translating Old English

8 Improve vocabulary through exercises

http://esl.about.com/library/courses/blcourses_advanced_vocabulary.htm

For ESL learners

<http://www.world-english.org/adv-vocabulary.htm>
<http://englishstudydirect.com/OSAC/langacrv.htm>

Advanced vocabulary exercises

9 Improve oral reading performance

<http://www.webenglishteacher.com/merchant.html>

Resources for *The Merchant of Venice*

<http://www.howard.k12.md.us/langarts/Curriculum/strategies.htm>

Improving reading performance

**The English Language
EN 431**

10 Increase reading fluency through short stories

<http://www.illyria.com/tobsites.html>

Tim O'Brien resources

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F. Scott Fitzgerald links

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Reading suggestions and strategies

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This site is great at giving you visuals of where to place specific parts of speech on the diagram

12 Critiquing and Editing Writing

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<http://www.shortstorygroup.com/critique.htm>

How to critique

<http://www.thewritingsite.org/resources/managing/workshop/edit.asp>

Resource on editing marks

Communication Media EN 441

COURSE DESCRIPTION

In this course students will examine various aspects of the media – television, radio, film, newspapers, magazines, the Internet, and other technologies. Students will be required to critically evaluate media, often in writing, and make judgments about audience, intent, effectiveness of message, etc. to increase their own media literacy. Students will also be asked to research the history and social impact of various media to understand how and why media is created.

Key Learning Targets

Language

Arts

- B.12.2 Apply the writing process to create and critique writing composed in a variety of situations.
- B.12.3 Edit and critique writing for clarity and effectiveness.
- C.12.2 Evaluate oral messages for accuracy, logic and usefulness.
- E.12.2 Develop and apply criteria to evaluate various media messages.
- E.12.4 Evaluate the impact of various market factors on the effectiveness of media production and distribution.
- E.12.5 Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work.

Reading

- A.12.1a **Word Analysis**
Evaluate and demonstrate a variety of word analysis techniques to recognize unfamiliar words.
- A.12.3a **Main Ideas and Details**
Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.
- A.12.4a **Research**
Select a variety of informational text to analyze and synthesize concepts and details, apply logic and reasoning and integrate information from multiple sources to critique effectiveness, reliability and authenticity of text.

Communication Media EN 441

COURSE OBJECTIVES

By the end of this class students should be able to do the following:

- Apply the writing process to create and critique writing composed in a variety of situations.
- Evaluate oral messages for accuracy, logic, and usefulness
- Develop and apply criteria to evaluate various media messages
- Evaluate the impact of market factors on the effectiveness of media production and distribution
- Evaluate audience feedback on the clarity, form, effectiveness, technical achievement, and aesthetic appeal of media work
- Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues
- Develop and articulate orally and in writing, defensible points of view reflected in fiction and non-fiction text
- Select a variety of informational text to analyze and synthesize concepts and details, apply logic and reasoning and integrate information from multiple sources to critique effectiveness, reliability and authenticity of text

COURSE EVALUATION/ASSESSMENT

- Students will be evaluated on their ability to comprehend and critique media writings
- Students will be evaluated on their understanding of factors that influence media production and distribution
- Students will be evaluated on their ability to analyze media text
- Students will be evaluated on their ability to effectively research media related topics
- Students will be evaluated on their knowledge of media and media related vocabulary
- Students will be evaluated on their ability to articulate their opinions of media and media resources
- Students will be evaluated on their ability to understand/locate the main idea of a media message

SUGGESTED COMMUNICATION MEDIA ACTIVITIES

The following is a list of suggested Communication Media activities that could be collected over the period of the class. Underneath each sample are suggested activities for each sample.

- Have students create their own advertisement
<http://hrsbstaff.ednet.ns.ca/engramja/poetry/grade10/Figurative%20Language%20Assignment.doc>
Lesson plan on creating your own magazine ad utilizing figurative language

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http://www.gmarketing.com/articles/read/14/Seven_Steps_for_Creating_Successful_Marketing.html

Information on what to include in a great marketing campaign

http://headrush.typepad.com/creating_passionate_users/2005/01/teaching_and_ad.html

Resources for teaching about advertising

- Have students conduct research and produce an oral presentation on some aspect of media or on a specific advertisement

<http://www.ipl.org/div/aplus/>

Information on how to conduct research

<http://www.crlsresearchguide.org/>

Provides the basic steps of the research process

- Have students create a media work as a class (magazine, newspaper, TV show, etc.)

<http://www.highschooljournalism.org/>

Everything there is to know about producing a newspaper

<http://www.soyouwanna.com/site/syws/sitcom/sitcom.html>

Information regarding creating a sitcom

- Have students produce a critique of a media product

<http://www.learnnc.org/lessons/BonnieSnyder6182002157>

Information on how to produce a video critique of an informational source

<http://socserv.socsci.mcmaster.ca/prowse/Paleonutrition/writing%20a%20critique.htm>

Information on how to write a critique

- Have students create an editorial regarding a media product

<http://www.k12albemarle.org/albemarleHS/ClassPages/shepard/WebQuest/WritingEditorials.htm>

Information regarding how to construct an editorial

<http://www.geneseo.edu/~bennett/EdWrite.htm>

Editorial writing “how to” guide

Communication Media
EN 441

- Teach media literacy in general
<http://www.mediahistory.umn.edu/teevee.html>
Offer links to sites on various media related topics

<http://www.media-awareness.ca/english/teachers/index.cfm>
Lesson plans, classroom activities, and resources for media education

<http://www.youthlearn.org/learning/activities/multimedia/medialit.asp>
Media literacy resources focused on being a critical consumer

<http://www.webenglishteacher.com/media.html>
Resources for teaching media literacy and literacy techniques

http://www.pbs.org/teachersource/media_lit/media_lit.shtm
Media literacy resources and activities for the classroom

Writing Lab - EN501

COURSE DESCRIPTION:

This course is to help students master the skills required to succeed on the WKCE tests, junior and senior course work, and college essays. Students will seek to become proficient in narrative, expository, persuasive, creative, and research writing. It is geared toward those students who need a little extra help due to English not being their first language, at risk students, or students who simply need more individual attention to meet their goals.

Key Learning Targets

Language Arts:

- B.11/12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.
- B.11/12.2 Apply the writing process to create and critique writing composed in a variety of situations.
- B.11/12.3 Edit and critique writing for clarity and effectiveness.
- D.11/12.1 Identify and analyze the history, origin, and usage of English words and phrases.
- E.11/12.1 Use advanced computer skills to assist in the acquisition, organization, analysis, and communication of information.
- E.11/12.2 Develop and apply criteria to evaluate various media messages.
- F.11/12.1 Use a research process to plan, conduct, and communicate research on assigned and self-selected topics, including literary topics.

Reading:

- A.12.1c Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.
- A.12.3a Main Ideas and Details: Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate in writing, defensible points of view reflected in fiction and non-fiction text.
- A.12.3b Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their

use in

varied genres.

A.12.4a
details,

Select a variety of informational text to analyze and synthesize concepts and

critique

apply logic and reasoning and integrate information from multiple sources to

effectiveness, reliability, and authenticity of text.

COURSE OBJECTIVES: By the end of this class students should be able to do the following:

1. Create substantial pieces of proficient writing to effectively communicate with different audiences for different purposes
2. Apply the writing process to create and critique writing
3. Identify and evaluate main ideas, and key points from various perspectives concerning individual, community, national, and world
4. Use computer skills to assist in the acquisition, organization, analysis, and communication of information.
5. Use a research process to plan, conduct and communicate research on assigned and self-selected topics, including literary topics.

COURSE EVALUATION/ASSESSMENT

1. Students will be evaluated on their completion of proficient writing pieces
2. Students will be familiar with writing conventions
3. Students will be evaluated on their ability to conduct research on self-selected and assigned topics
4. Students will be evaluated on their increased vocabulary

SUGGESTED WRITING ACTIVITIES:

1. **Persuasive Paper:** Students will choose one topic from ten subjects, research the topic, prepare arguments to refute and defend their point of view, and write a persuasive paper presenting their point of view. An oral debate in class will solidify their positions.

A second short paper will include writing editorials about community, state, national, or international news stories.

2. **Descriptive Essay:** Students will do a variety of creative writing exercises to prepare, for this paper: i.e. write a letter to the NY Times protesting pollution from a fish's point of view. Once these activities have been completed students will choose a picture or piece of artwork they favor and create a 5-10 page story to explain their picture.

3. **Research Paper:** Students will research a (teacher approved) topic of their choice to inform the class about. They will need to use both the internet and library

resources, provide at least four sources for their paper, use quotes from their sources, parenthetical references, MLA format, create a works cited page (10-15 pages long).

4. Narrative Paper: Students will write daily journals on self-selected or teacher-generated prompts. Once comfortable with this, students will write a paper describing their family traditions. Alternate assignment: for students who have none, or live away from family they are allowed to write about the traditions they hope to have in the future. Both assignments are presented to all students so no one feels excluded.

5. Writing to Inform: Various topics:

Write a sports story describing an exciting game.
Interview a famous person for a newspaper article.
Report on a community activity.
Write an obituary of a famous person

DRAFT

English 12
EN 511=Semester One / EN 521 = Semester Two

COURSE DESCRIPTION

The central purpose of this course is to extend students' growth in all communication arts. Reading, writing, listening, discussing, speaking, using language, understanding media, using technology, and employing research skills will be applied to help students enhance their abilities to become creative and critical thinkers.

Key Learning Targets

Language Arts

- B.11/12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.
- B.11/12.2 Apply the writing process to create and critique writing composed in a variety of situations.
- B.11/12.3 Edit and critique writing for clarity and effectiveness.
- C.11/12.1 Evaluate oral messages for accuracy, logic and usefulness.
- C.11/12.2 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.
- C.11/12.3 Identify and analyze the history, origin and usage of English words and phrases.
- D.11/12.1 Compare and analyze the use of symbol systems and expressions in other cultures' languages.
- D.11/12.2 Use advanced computer skills to assist in the acquisition, organization, analysis and communication of information.
- E.11/12.1 Develop and apply criteria to evaluate various media messages.
- E.11/12.2 Develop and present various media products to inform or entertain real audiences across content areas.
- E.11/12.3 Evaluate the impact of various market factors on the effectiveness of media production and distribution.
- E.11/12.4 Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work.
- E.11/12.5 Use a research process to plan, conduct and communicate research on assigned and self-selected topics, including literary topics.
- F.11/12.1

Reading

Text Comprehension

Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.

Story Elements/Structure

Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.

Main Ideas and Details

Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.

Literature Study

Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

English 12
EN 511=Semester One / EN 521 = Semester Two

MPS District-adopted text and resources = Holt, *The Essentials of British and World Literature* (2005)

COURSE OBJECTIVES:

By the end of Grade 12 students should be able to do the following:

- Create substantial pieces of proficient writing including:
 11. An Opinion Letter
 12. A Letter of Recommendation
 13. Literary Analysis of A Major Work
 14. Comparative Essay
 15. Expository Essay
 16. Descriptive Essay
 17. Research Paper
 18. College/Scholarship Essays
 19. Reflective Essay
- Use the peer revision process, emphasizing on student ability to talk about the process and modifications made
- Apply logical devices to prioritize usefulness in oral messages
- Understand the steps of analysis
- Identify and analyze word and usage origins
- Compare, analyze, and identify common symbol systems and expressions in other cultures' languages
- Use advanced computer skills to assist in the analysis and communication of information
- Develop criteria to evaluate various media messages
- Develop media projects such as commercials to inform or entertain audiences across content areas
- Create or design multi-media presentations to communicate with specific audiences across the content areas
- Evaluate how media production and distribution is affected by various economic factors
- Evaluate and effectively understand audience feedback of specific media projects
- Use a research process to plan self-selected topics
- Increase oral and silent reading comprehension and performance by including and evaluating a variety of reading strategies; incorporating reading strategies which help students identify author's intent and specific literary works
- Evaluate and explain how classical and contemporary literary themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit
- Support a literary perspective using textual analysis
- Analyze and critique devices used by an author to influence reader perspective.

English 12
EN 511=Semester One / EN 521 = Semester Two

COURSE EVALUATION/ASSESSMENT:

- Students will be evaluated on the completion of the nine (9) portfolio items specified for the 12th grade
- Students will be evaluated on the development of their oral presentation skills
- Students will be evaluated on their mastery of grammatical conventions and mastery of varied sentence structures
- Students will be evaluated on their ability to provide effective oral and written critiques of student and professional work
- Students will be evaluated on their understanding of literary devices and literary analyses
- Students will be evaluated on their ability to interpret the intent and quality of media as well as compose various compositions

POSSIBLE WRITING ACTIVITIES:

The following is a list of suggested activities that can be utilized to teach writing

- **Opinion Letter:**
 - Complete an editorial on hot topic or selected topic of interest; reaction to editorial written by classmates or from magazine or newspapers
- **Literary Analysis of a Major Work:**
 - Critique of a substantial piece of literature's ability to convey a message effectively using devices involved
- **Comparative Essay:**
 - Compare two works and defend which has the larger amount of literary merit; compare how media delivers a message to influence groups of people and explain the intent behind the message
- **Expository Writing Task:**
 - Explain the process of creating a critical evaluation of a piece of literature regarding its purpose and meaning
- **Descriptive Writing Task:**
 - Describe shared human experiences that all people face (life, death, loss, rights of initiation)

English 12
EN 511=Semester One / EN 521 = Semester Two

- **Research Project:**
 - Self-selected, self-directed topic of interest revisited throughout the year
- **Scholarship Essay:**
 - Practice writing to different types of colleges/universities (tech schools, trade schools, two-four year universities)
- **Reflective Response:**
 - Reflect on the skills you have gained as a result of your language arts experiences for the past four years. Explain the areas where you excel, and tell how you will continue to enhance your communication skills in the future.

SUGGESTED ACTIVITIES FOR GRADE TWELVE CLASSES

The following list of suggested activities can be applied to the 12th Grade English curriculum.

Writing Process:

- Students apply the guidelines of the writing process including: thesis, outline, drafts, peer-revision, and the final multi-paragraph essay. Topic generators include novels, plays, and literary works covered in class.
- Students follow the writing process and compose self-directed topics that allude to various literary based readings and contemporary societal issues.

Grammar:

- Explanation of and philosophy of grammar structures

Oral Activities:

- Using advanced presentation skills, students select topics to critique literature
- Using advanced presentation skills, students select topics for literary criticism

Computer Literacy:

- Using advanced computer skills students create Web-quests
- Students create school newspaper using Publisher

<http://www.spa3.k12.sc.us/WebQuestTemplate/webquesttemp.htm>

A site that shows you how to set up a proper web quest

<http://www.millburn.org/hartshorn/studentquests.html>

Examples of student created web quests

English 12
EN 511=Semester One / EN 521 = Semester Two

Media Writing:

- Create literary magazine complete with short stories, advertisements, editorials, front and back cover

Miscellaneous Information:

<http://www.webenglishteacher.com>

A comprehensive site with lesson plans for K-12 English/Language Arts teachers. Lesson links for all aspects of English/Language Arts

<http://rubistar.4teachers.org/index.php>

Offers various rubric styles and forms for evaluation. Teachers can create their own rubrics with specific class information

Grade Twelve Writing Portfolio

_____ (Teacher's Name)
 _____ (Student's Name)

Table of Contents

<u>Assessment Category</u>	<u>Title of Work</u>	<u>Semester Completed (mm/yr)</u>
Opinion Letter	_____	_____
Letter of Recommendation	_____	_____
Advanced Literary Analysis	_____	_____
Comparative Essay	_____	_____
Expository Writing Task	_____	_____
Descriptive Writing Task	_____	_____
Research Project	_____	_____
Scholarship Essay	_____	_____
Reflective Paper	_____	_____

*Teacher's Signature

Date

**Student's Signature

* By signing the teacher certifies that to the best of his or her knowledge the student was introduced to each of these types of writing. It also certifies, that to the best of her or his knowledge, the student created the work.

** By signing the student certifies that she or he created the work.

African American Authors
EN 531 – Semester I / EN 541 - Semester II

COURSE DESCRIPTION

In this literature intensive course students will read, interpret, and discuss classical and contemporary literary selections from African and African American authors. These cultural texts will allow students to see the ways in which African-Americans have contributed to, have been influenced by, have appropriated, and have transformed America. Particular attention will be given to the interrelationship of themes associated with race, religion, and gender. Activities will include advanced language and composition skills where students will be required to integrate advanced writing and language skills with literature that looks at the past, present, and future of Africans in the world.

Key Learning Targets

Language

Arts

- B.12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.
- D.12.1 Identify and analyze the history, origin and usage of English words and phrases.
- E.12.1 Use advanced computer skills to assist in the acquisition, organization, analysis and communication of information.
- F.12.1 Use a research process to plan, conduct and communicate research on assigned and self-selected topics, including literary topics.

Reading

- A.12.1c Text Comprehension
Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.
- A.12.2a Story Elements/Structure
Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.
- A.12.3b Literature Study
Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

African-American Authors
EN 531 – Semester I / EN 541 - Semester II

COURSE OBJECTIVES

By the end of this class students should be able to do the following:

- Apply the writing process to create and critique writing composed in a variety of situations.
- Summarize and evaluate the validity and relevance of ideas and arguments
- Compare and analyze the use of symbols and expressions in other cultures' languages
- Evaluate and explain how classical and contemporary literature themes are developed
- Develop and apply criteria to evaluate literacy merit
- Identify the devices an author uses to influence the reader's understanding of human experience
- Critique, compare, and debate the effectiveness of an author's use in varied genres
- Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues
- Develop and articulate orally and in writing, defensible points of view reflected in fiction and non-fiction text
- Select a variety of informational text to analyze and synthesize concepts and details, apply logic and reasoning and integrate information from multiple sources to critique effectiveness, reliability and authenticity of text
- Be able to respond to ways authors represent certain themes and reflect on them from a personal perspective
- Identify novel terminology
- Use advanced computer skills to assist in the analysis and communication of information
- Use research skills to conduct, plan and communicate an assigned or self-selected topic appropriate to course work (this can be done by a written paper, oral presentation, or computer presentation)

COURSE EVALUATION/ASSESSMENT

- Students will be evaluated on their ability to identify major authors and the style in which they wrote
- Students will be evaluated on their ability to research an author or novel through writing, oral presentation, or media presentation with proper citation
- Students will be evaluated on their ability to make connections to the characters, situations, and perspectives that take place in the novels studied, either personally, or with other works
- Students will be evaluated on their ability to comprehend and critique text
- Students will be evaluated on their understanding of factors that influence human existence and understanding

African-American Authors
EN 531 – Semester I / EN 541 - Semester II

- Students will be evaluated on their ability to analyze literary works
- Students will be evaluated on their ability to effectively research self selected and assigned topics
- Students will be evaluated on their knowledge of classical and contemporary literature themes
- Students will be evaluated on their ability to provide effective feedback/ articulate their opinion
- Students will be evaluated on their ability to understand/locate the main idea of a literary work
- Students will be evaluated on their understanding of the human condition based on literary works

REQUIRED WRITING ACTIVITIES

The following is a list of required writing activities that need to be collected over the period of the class:

Novel Analysis

- Analyze different novels

<http://www.edchange.org/multicultural/sites/afamdocs.html>

Website of classic African American literature

<http://www.infoplease.com/spot/bhmlit1.html>

History and resources related to African American literature

<http://www.cliffsnotes.com/WileyCDA/Section/id-131128.html>

Suggestions on how to analyze a novel

- Conduct a book report on an African American novel

http://en.wikipedia.org/wiki/Category:African_American_novels

Index of African American literature pieces

<http://griffe.com/projects/worldlit/index.phtml>

Index of world literature pieces

Research Paper

- Research a famous author or novel

<http://www.shellythacker.com/researching.htm>

How to research a historical novel

African-American Authors
EN 531 – Semester I / EN 541 - Semester II

Expository Essay

- Choose a novel and explain the impact of it's content on society

<http://docsouth.unc.edu/neh/intro.html>

Discussion of slave narratives with examples

- Choose an author and explain how their background influenced a novel

<http://www.alcyone.com/max/lit/slavery/>

Link to Booker T. Washington's *Up From Slavery*

- Explain how a time period influenced a genre of novel

<http://www.factmonster.com/ce6/ent/A0856588.html>

Resources on the Harlem Renaissance

Comparative Essay

- Middle passage v. Slavery
- Toni Morrison V. Zora Neale Hurston
- African American life 100 years ago v. African American life today
- African mythology v. African American folktales
- Langston Hughes v. Maya Angelou
- *Uncle Tom's Cabin* v. a slave's perspective
- *Roots* the film v. *Roots* the novel

<http://beatl.barnard.columbia.edu/students/his3487/lembrich/seminar5.html>

Information on the middle passage

<http://www.spartacus.schoolnet.co.uk/USAslavery.htm>

Information regarding slavery and slave life

<http://www.mayaangelou.com/>

Maya Angelou's official website

<http://www.unc.edu/courses/pre2000fall/eng81br1/zora.html>

Morrison and Hurston

<http://www.pantheon.org/>

Links to world mythology

African-American Authors
EN 531 – Semester I / EN 541 - Semester II

SUGGESTED ORAL ACTIVITIES

The following is a list of suggested activities that can be used to further understanding of a novel:

Oral Presentation

- Present a critical view of a famous novel (i.e. argue against the use of *Huckleberry Finn* in schools due to racist characterizations)

<http://www.abffe.org/bbw-huckfinn.htm>

Article on *Huckleberry Finn*

- Pretend to be a famous author being interviewed (such as Langston Hughes)

<http://www.redhotjazz.com/hughes.html>

Background on Langston Hughes

DRAFT

Major Dramatists
EN 741 – Semester I / EN 751 - Semester II

COURSE DESCRIPTION

This course will help students develop a greater appreciation of drama and a valuable understanding of human nature. Theater's greatest works, from the Golden Age of Greece to the present, are included in this course. The course provides both oral and written activities, but is not an acting or performance course. Drama is treated as literature.

Key Learning Targets

Language
Arts

- B.12.2 Apply the writing process to create and critique writing composed in a variety of situations.
- B.12.3 Edit and critique writing for clarity and effectiveness.
- C.12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.
- D.12.1 Identify and analyze the history, origin and usage of English words and phrases.
- E.12.5 Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work.

Reading

- A.12.1c Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.
- A.12.1e Select a variety of material to read for information, appreciation and enjoyment.
- A.12.2a Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.
- A.12.3a Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.
- A.12.3b Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

Major Dramatists
EN 741 – Semester I / EN 751 - Semester II

COURSE OBJECTIVES

By the end of this course students will be able to:

- 1 Read comprehensively and understand works of drama which include responding to ways authors represent certain themes and reflecting on them from a personal perspective.
- 2 Identify drama terminology
- 3 Use the writing process to develop papers and essays that include prewriting, drafting, revising, editing, publishing and self-assessment.
- 4 Appreciate the cultural diversity and voice within drama
- 5 Appreciate the evolution of the human experience through the dramatic framework
- 6 Identify devices authors use to make the dramatic world relate to the human experience and critique their effectiveness
- 7 Support a literary perspective using textual analysis
- 8 Analyze and critique devices used by an author to influence reader perspective
- 9 Evaluate and summarize the relevance of ideas, arguments, hypotheses and evidence presented in a discussion
- 10 Use advanced computer skills to assist in the analysis and communication of information
- 11 Use research skills to conduct, plan and communicate an assigned or self-selected topic appropriate to course work (this can be done by a written paper, oral presentation, or computer presentation)

COURSE EVALUATION/ASSESSMENTS

- 1 Students will be evaluated on their ability to identify major dramatists and the style in which they wrote
- 2 Students will be evaluated on their ability to analyze drama and what makes it unique
- 3 Students will be evaluated on their ability to research a playwright and works through writing, oral presentation, or media presentation with proper citation
- 4 Students will be evaluated on their ability to identify changes in the dramatic structure through time.

Major Dramatists
EN 741 – Semester I / EN 751 - Semester II

REQUIRED WRITING ACTIVITIES

The following is a list of required pieces of writing activities that need to be collected over the period of the class.

Drama Analysis

- 1 Analyze different plays

<http://www.wisc.edu/writing/Handbook/PlsWriting.html>

Basics for writing a play review

<http://www.unl.edu/sbehrend/html/sbsite/StudyQuestions/Drama%20Questions.htm>

Study questions to guide an analysis

Research Paper

- 2 Research a particular playwright and his/her works

http://thinkexist.com/occupation/famous_playwrights/

Famous playwrights and links

Expository Essay

- 3 Choose a play and explain the impact of it's content on society

<http://www.springfield.k12.il.us/schools/Springfield/eliz/ShakespeareBiog.html>

Shakespeare and society

Comparative Essay

- 4 William Shakespeare vs. Andrew Lloyd Webber

- 5 Tennessee Williams vs. Lillian Hellman

- 6 Sophocles vs. Anouilh

<http://www.online-literature.com/shakespeare/>

<http://www.angelfire.com/wa/alw/bio.html>

<http://www.kirjasto.sci.fi/williams.htm>

<http://www.kirjasto.sci.fi/lhellman.htm>

<http://www.online-literature.com/sophocles/>

<http://www.discoverfrance.net/France/Theatre/Anouilh/anouilh.shtml>

Background on the above playwrights

SUGGESTED ACTIVITIES and RESOURCES FOR MAJOR DRAMATISTS

The following list of suggested activities can be applied to the major dramatist curriculum:

Oral Activities

- 1 Using advanced presentation skills, students select topics to critique drama orally (Tennessee Williams portrayal of women in his plays, Thornton Wilders use of the omniscient narrator)

www.etsu.edu/haleyd/xch2.html

Tennessee Williams

www.pinkmonkey.com/booknotes/barrons/ourtown2.asp

Thornton Wilder

African Literature
EN 801 = Semester One / EN 811 = Semester Two
(Prerequisite: Grade 11 or 12)

COURSE DESCRIPTION

This course is a study of the oral and written literature of Saharan and Sub-Saharan Africa with particular emphasis on Morocco, Nigeria, Egypt, Sudan, and South Africa. Students will learn to analyze literature critically and draw connections between different eras and cultures.

Key Learning Targets

Writing

B.11/12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.

B.11/12.2 Apply the writing process to create and critique writing composed in a variety of situations.

B.11/12.3 Edit and critique writing for clarity and effectiveness.

Oral

C.11/12.1 Use advanced presentation skills on self-selected and assigned topics.

C.11/12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.

Language

D.11/12.1 Identify and analyze the history, origin, and use of English words and phrases.

D.11/12.2 Compare and analyze the use of symbol systems and expressions in other cultures' languages.

Media

E.11/12.2 Develop and apply criteria to evaluate various media messages.

E.11/12.3 Develop and present various media products to inform or entertain real audiences across content areas.

E.12.5 Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work.

Reading

12.1 Analyze, justify, and apply the use of a variety of word analysis techniques to recognize unfamiliar words.

12.2 Evaluate and apply reading strategies including the integration of word origins and word roots; validate and revise understanding of word meanings to achieve purposes in reading.

- 12.3 Reflect and explain a variety of reading strategies such as finding the main idea and supporting details, identifying the point of view (author, character), and monitoring text comprehension to achieve purposes in reading.
- 12.4 Read age appropriate materials, evaluate and demonstrate strategies that improve fluency when reading text that may contain difficult subject matter to achieve purposes in reading.
- 12.5 Gather, investigate, and evaluate a variety of materials for information, appreciation, and enjoyment to achieve purposes in reading.
- 12.6 Evaluate and explain how themes in literature of the past and present are developed; articulate how issues and events from different cultures and historical periods influence writers; develop criteria to evaluate the quality of literature.
- 12.7 Analyze and synthesize text structure and the defining features in a variety of expository genres to validate the meaning of text to achieve purposes in reading.
- 12.8 Identify, examine, and support main ideas and key points from different perspectives; evaluate fiction and nonfiction text to create a personal viewpoint on a subject and defend it orally and in writing in order to understand human experiences.
- 12.9 Evaluate devices authors use to influence the reader's understanding of human experiences; validate the effectiveness of their use in different types of writing.

COURSE OBJECTIVES

By the end of this course, students should be able to:

1. Identify a majority of African countries and capitals
2. Identify the major eras of African history (with a focus on the “scramble for Africa” at the end of the 1800s to the present day)
3. Identify the major genres of African literature (i.e. oral vs. written)
4. Identify major African authors and their styles
5. Identify stereotypes of Africa and be able to refute them with evidence
6. Identify major themes in African literature through analysis of poetry, short stories, novels, plays, nonfiction, and various media
7. Identify how African culture has influenced American culture

COURSE EVALUATION/ASSESSMENT

1. Students will be evaluated on their ability to identify a majority of African countries and capitals
2. Students will be evaluated on their ability to identify the major eras of African history
3. Students will be evaluated on their ability to identify the major genres of African literature
4. Students will be evaluated on their ability to identify major African authors and their styles
5. Students will be evaluated on their ability to identify and refute stereotypes of Africa
6. Students will be evaluated on their ability to identify major themes in African literature through analysis of poetry, short stories, novels, plays, nonfiction, and various media
7. Students will be evaluated on their ability to identify how African culture has influenced American culture

REQUIRED WRITING ACTIVITIES

The following is a list of pieces of writing completed over the period of the class based on the literature read in the class (and the sources for that literature)

1. Poetry Analysis

Write poems inspired by major African poets and/or analyze several poems by major African poets (Gcina Mlophe (South Africa), Antonio Jacinto (Angola), Ahmed Tidjani-Cisse (Guinea))

The Penguin Book of Modern African Poetry ed. Gerald Moore and Ulli Beier

2. Persuasive Essay

Choose an element of one of the works studied and argue its significance in a persuasive paper (why are there so many biblical references in Nigerian Chinua Achebe's novel Things Fall Apart? why was Malian emperor Sundiata disabled? what early hints do we have in South African Nadine Gordimer's short story "Some Are Born to Sweet Delight" that the antagonist is a terrorist? what is the significance of the symbols in Egyptian author Alifa Rifaat's short stories?)

Things Fall Apart by Chinua Achebe, Sundiata: An Epic of Old Mali ed. D.T. Niane, The Collected Short Stories of Nadine Gordimer, Distant View of a Minaret and Other Stories by Alifa Rifaat

3. Descriptive Essay

- A. Describe your first day of school in a way similar to the description of the narrator's first day of school in Egyptian Naguib Mahfouz's short story "Half a Day"
- B. Write a story using the persona of a young child as in Rifaat's short story "Me and My Sister"
- C. Write an extra chapter of Moroccan Laila Lalami's novel Hope and Other Dangerous Pursuits or continue any one of Rifaat's short stories that we read in class

The Time and Place by Naguib Mahfouz, Hope and Other Dangerous Pursuits by Laila Lalami Distant View of a Minaret and Other Stories by Alifa Rifaat

4. Comparative/Contrast Essay

- A. Things Fall Apart to the hip hop CD of the same name by the Roots

- B. Mahfouz’s short story “The Conjuror Who Made Off with the Dish” with the (Milwaukee-made) independent film “Gettin’ Grown”
- C. “Half a Day” to the Riddle of the Sphinx
- D. Rifaat’s short story “An Incident in the Ghobashi Household” to American Ernest Hemingway’s short story “Hills Like White Elephants”
- E. “Half a Day” to the Iranian film “The Mirror”
- F. Rifaat’s short story “Telephone Call” to Nigerian Wole Soyinka’s poem “Telephone Conversation” and /or American Dorothy Parker’s short story “A Telephone Call”
- G. Rifaat’s short story “Just Another Day” to British Paul McCartney’s song “Another Day” and American Queen Latifah’s song “Just Another Day in the ‘Hood”
- H. Ivory Coast author Marguerite Abouet’s graphic novel Aya to Iranian author Marjane Satrapi’s graphic novel Persepolis
- I. Cameroonian Guillaume Oyono-Mbia and Seydou Badian’s play Three Suitors: One Husband to Shakespeare’s Romeo & Juliet
- J. Sudanese writer Tayeb Salih’s Season of Migration to the North with a slave narrative from the United States

“Things Fall Apart” by the Roots, The Time and Place by Naguib Mahfouz, “Gettin’ Grown” by Aaron Greer, Distant View of a Minaret and Other Stories by Alifa Rifaat, The Collected Stories of Ernest Hemingway, “The Mirror” by Jafar Panahi, Under African Skies: Modern African Stories ed. by Charles Larson, The Portable Dorothy Parker, “Another Day” by Paul McCartney, “Just Another Day in the ‘Hood” by Queen Latifah, Aya Parts I, II, and III by Marguerite Abouet, Persepolis by Marjane Satrapi, Faces of African Independence: Three Plays by Guillaume Oyono-Mbia and Seydou Badian, The Complete William Shakespeare, Season of Migration to the North by Tayeb Salih

5. Reflective Essay

- A. Reflect on your coming of age experience in terms of the literature you have read this year
- B. Reflect on any possible similarities between your life and those of the Africans we have read about this year, for example, Ishmael Beah, Nelson Mandela, Helene Cooper
- C. Reflect on your role as an American influenced by Africa in some way

A Long Way Gone: Memoirs of a Child Soldier by Ishmael Beah, Long Walk to Freedom by Nelson Mandela, What Is the What by Dave Eggers, The House at Sugar Beach by Helene Cooper

SUGGESTED ACTIVITIES FOR AFRICAN LITERATURE

The following list of suggested activities can be applied to the African Literature curriculum.

1. Have the students acquire African penpals

www.ipf.net (International Pen Friends)

2. Develop vocabulary and donate food to hungry people in Africa and elsewhere

freerice.com

3. Offer extra credit for students who attend African movies at the Milwaukee International Film Festival, UW-Milwaukee film festivals featuring African movies such as the Community Media Project film festival and the French Department film festival, the Beloit Film Festival, and the Wisconsin film Festival

www.milwaukeeifest.org, www.uwm.edu, www.beloitfilmfest.com, wifilmfest.org

4. Take the students to see Milwaukee's Ko-Thi African dancers

www.ko-thi.org

5. Take the students on a scavenger hunt (I have written one) to the African exhibit at the Field Museum in Chicago

www.FieldMuseum.org

6. Have the students develop an itinerary for a visit to an African country of their choice

www.state.gov

7. Feature guest speakers from Africa

8. Have students examine the differences between American and African English

International Englishes: General Studies of English Pidgins and Creoles: A Citation List ed. by Martin Kich (English Department, Wright State University)

9. Have the students do web-quests on Africa

<http://mage.macalester.edu/africa/links/links.html#webquests>

10. Have the students work on grammar issues

<http://www.smic.be/smic5022/exercisesgrammar.htm>

Advanced Journalism Workshop
EN 821 = Semester One / EN 831 = Semester Two

Journalism Workshop
EN 821/831
Advanced Journalism Workshop
EN 841/851

COURSE DESCRIPTION

Journalism Workshop and Advanced Journalism Workshop, both yearlong production courses, focus on students publishing the school newspaper. Students will study the history and influence of mass media and learn all facets of newspaper production such as gathering information, writing, editing news and feature stories, learning about photography and cartoon work, soliciting advertisements, and word processing and computer page design. As students in Advanced Journalism Workshop work on honing their skills and crafting their writing; they take on larger leadership roles.

KEY LEARNING TARGETS

READING

- A.12.1c: Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
- A.12.1d: Identify propaganda techniques and faulty reasoning in texts
- A.12.1e: Explain and evaluate the influence of format on the readability and meaning of a text
- A.12.1f: Distinguish between fact and opinion in nonfiction texts
- A.12.3a: Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in nonliterary texts
- A.12.3c: Identify the devices an author uses to influence readers and critique the effectiveness of their use
- A.12.3d: Identify philosophical assumptions and basic beliefs underlying selected texts
- A.12.4.a: Apply tests of logic and reasoning to informational and persuasive texts
- A.12.4b: Analyze and synthesize the concepts and details encountered in informational texts such as reports, technical manuals, historical papers, and government documents

WRITING

- B.12.1a: Write a coherent that takes a position, accurately summarizes an opposing position, refutes that position, and cites persuasive evidence
- B.12.1b: Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience
- B.12.1i: Use a variety of writing technologies, including pen and paper as well as computers
- B.12.1j: Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation
- B.12.2.b: Develop a composition through a series of drafts, using a revision strategy based on

purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers

B.12.2c: Given a writing assignment to be completed in a limited amount of time, produce a well-developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose

B.12.3: Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in written communication (a-g)

ORAL LANGUAGE

C.12.1: Listen to, discuss, and comprehend oral communications (a-g)

C.12.2: Participate effectively in discussion (a-j)

LANGUAGE

D.12.1: Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication (a-d)

D.12.2: Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations and learn to be flexible and responsive in their use of English (a-e)

MEDIA AND TECHNOLOGY

E.12.1: Use computers to acquire, organize, analyze, and communicate information

E.12.2: Make informed judgments about media and products

E.12.3: Create media products appropriate to audience and purpose

E.12.4: Demonstrate a working knowledge of media production and distribution

E.12.5: Analyze and edit media work as appropriate to audience and purpose

RESEARCH AND INQUIRY

F.12.1: Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings

COURSE OBJECTIVES

By the end of this course students will be able to:

1. Create substantial pieces of writing for publication to communicate effectively with different audiences for a variety of purposes
2. Develop a rubric based on accepted journalistic standards to assess newspaper quality
3. Evaluate audience feedback on the effectiveness of the newspaper
4. Plan, conduct and communicate research on a self-selected or assigned topics
5. Identify and utilize various writing techniques and journalism conventions to inform, entertain, and/or persuade an audience
6. Demonstrate reading comprehension both orally and silently

7. Demonstrate understanding of journalistic vocabulary (libel, slander, defamation, copyright, plagiarism, etc.)
8. Demonstrate an understanding of the history and laws related to journalism
9. Apply journalistic ethics to course work

DRAFT

COURSE EVALUATION/ASSESSMENT

Since this course is a production course, students will be assessed on the aspects of newspaper production including:

1. interviewing skills
 - relevance and depth of questions
 - accuracy of quoting
 - gaining trust
 - preparation
 - interviewing techniques

2. writing skills
 - spelling, grammar, mechanics
 - story structure
 - headlines
 - writing revision
 - editing/proofreading
 - voice
 - telling the story

3. photography skills
 - composition
 - clarity
 - action
 - sports vs. news vs. feature
 - digital skills and computer use
 - appropriate Photoshop enhancements

4. design skills
 - page layout
 - typography
 - placement and size of stories
 - modular design
 - headline design
 - feature vs. news design

5. work ethic/journalistic behavior
 - respect for deadlines
 - commitment to newspaper
 - attendance
 - history recording function of newspaper
 - representing all points of view

SUGGESTED COURSE STRUCTURE and RESOURCES FOR NEWSPAPER PRODUCTION

COURSE STRUCTURE

Advanced Journalism Workshop has a two-focus structure: learning and doing. Each week, students will learn a new facet of journalism while working on production of the current issue. Quizzes over newspaper style and writing will enhance the practical skills necessary for quality newspaper production. A sample six week unit would be as follows.

	<u>Learning</u>	<u>Doing</u>
Week 1	Introduction to Journalism	Staff assignments and structure; team and building
Week 2	News story structure Intro to photography	List of story ideas for new issue and assignment of stories
Week 3	How to interview	Writing questions and interviewing
Week 4	Writing leads	Turning notes into stories
Week 5	Introduction to page design	Editing stories; planning the pages
Week 6	Headline writing and design	Putting stories on the page; final production

RESOURCES

INTERNET SITES

American Society of Newspaper Editors (www.highschooljournalism.org)

Columbia Scholastic Press Association (cspa.columbia.edu/docs/spr/current-issue/index.html)

Journalism Education Association (www.jea.org)

Kettle Moraine Press Association (www.kempaonline.com)

Indiana University High School Journalism Institute (journalism.indiana.edu/hsji)

Newspaper Association of American Foundation (www.naafoundation.org)

Poynter Institute (www.poynter.org/poynterhigh)

Quill and Scroll (www.uiowa.edu/~quill-sc/)

Student Press Law Center (www.splc.org)

For a complete listing of Internet resources, see JEA's *Beginning Journalism: Concepts and Curriculum Guides*.

BOOKS

- Goldstein, Norm, ed. *Stylebook and Briefing on Media Law*. New York: Associated Press, 2007. (updated yearly)
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- Harrower, Tim. *Inside Reporting*. St. Louis, McGraw-Hill Higher Education, 2007.
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English 10

EN 961 = Semester One / EN 971= Semester Two

COURSE DESCRIPTION

The central purpose of this course is to expand students' skills in all communication arts. Reading, writing, listening, discussing, speaking, using language, understanding media, using technology, and employing research skills will be integrated and applied to help students further refine their abilities to become creative and critical thinkers.

Key Learning Targets

Language Arts

- B.10.1** Create substantial pieces of proficient writing in an appropriate tone and style to effectively communicate with different audiences for a variety of purposes.
- B.10.2 Apply the writing process to create and evaluate writing in a variety of situations.
- B.10.3 Identify and edit errors in the use of language.
- C.10.1 Prepare, organize and deliver results of research.
- C.10.2 Identify and analyze a speaker's use of propaganda techniques, diction, tone and syntax.
- C.10.3 Participate in a discussion by adding relevant information and asking pertinent questions.
- D.10.1 Recognize and exercise options in modes of expression and word choice when speaking and writing.
- D.10.2 Make inferences about values, attitudes and points of view by analyzing a writer or speaker's use of English.
- E.10.1 Purposefully and proficiently integrate the use of computers as a tool for reference and communication.
- E.10.2 Recognize, analyze and explain persuasive techniques used in various media messages.
- E.10.3 Create or design multi-media presentations to communicate with specific audiences across content areas.
- E.10.4 Identify the impact of image and context on particular audiences; analyze the effectiveness of production techniques.
- E.10.5 Create criteria to evaluate the effectiveness of a variety of media products.
- F.10.1 Use the research process to plan, conduct and communicate research on assigned and self-selected topics.

Reading

Text Comprehension

Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.

Story Elements/Structure

Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.

Main Ideas and Details

Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.

Literature Study

Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

English 10
EN 961 = Semester One / EN 971= Semester Two

MPS District-adopted text and resources – Prentice Hall, Platinum Level, 2005

COURSE OBJECTIVES:

By the end of Grade 10 students should be able to do the following:

- Create substantial pieces of proficient writing including:
 20. Letter of Application
 21. Literary Analysis of the Short Story
 22. Biographical Sketch
 23. Persuasive Essay
 24. Expository Essay
 25. Descriptive Essay
 26. Research Paper
 27. Reflective Essay
- Use the peer revision process, emphasizing students' ability to talk about the revision process and modifications made
- Prepare, organize, and present oral presentations
- Identify and analyze a speaker's use of propaganda techniques, diction, tone, and syntax
- Participate in discussion by adding relevant information, asking pertinent questions, and providing appropriate commentary
- Recognize varied expressions and word choices when speaking and writing
- Identify tone, mood, and organization in writing to understand a writer's tone and purpose
- Purposefully and proficiently integrate computer literacy with an emphasis on reference and communication applications
- Recognize, analyze, and explain persuasive techniques as well as bias in various media messages
- Create or design multi-media presentations to communicate with specific audiences across the content areas

English 10
EN 961 = Semester One / EN 971= Semester Two

- Identify the impact of image and context on particular audiences; analyze the effectiveness of production techniques
- Create rubrics and other such tools to evaluate the effectiveness of a variety of media products
- Use the research process to plan, conduct, and communicate information in an effective research paper
- Increase oral and silent reading comprehension and performance by including and evaluating a variety of reading strategies
- Evaluate and explain how classical and contemporary literary themes are developed, how literary techniques are used, and how writers are influenced by issues and events from various cultures and historical periods; develop a system to rate literature
- Identify and evaluate individual, as well as world perspectives, contained in various pieces of literature; develop and articulate orally and in writing, points of view which can be supported with information provided in texts
- Identify literary devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres. Increase oral and silent reading comprehension including pronunciation and vocabulary skills

POSSIBLE WRITING ACTIVITIES:

The following is a list of suggested activities that can be utilized to teach writing

- **Letter of Application:**
 - Have students fill out a variety of applications for colleges, technical schools, and jobs (Teachers may refer to the MPS Narrative Prompt Booklet for additional activities)
- **Literary Analysis of the Short Story:**
 - Familiarize students with the elements of character development and plot development, setting, point of view, theme, and conflict
 - Introduce students to the following literary devices: simile, metaphor, personification, allusions, alliteration, and symbolism
 - Promote activities that encourage close reading

English 10
EN 961 = Semester One / EN 971= Semester Two

- **Biographical Sketch:**
 - Have students create a visual representation of character traits and defend, in writing, the specific elements in their sketch and what each represents
- **Persuasive Writing Task:**
 - Using selected literary pieces read in class, have students defend a specific character's point of view
 - Have students defend one side of a debated issues; this can be related to specific literary pieces read in class
- **Expository Writing Task:**
 - Have students create an essay in which they explain an author's use of various literary devices including, but not limited to: similes, metaphors, personification, symbolism and allusion
- **Descriptive Writing Task:**
 - Using a cultural perspective based on literature taught in class, have students write an essay describing a specific world issue which may be societal or political in nature
- **Research Project:**
 - Focus on teaching students the techniques of proper outlining, transitions, parenthetical citations and how to avoid plagiarizing when using various resources within a paper
 - Have students research specific periods in history which are presented in the literature they are reading for the class
- **Reflective Response:**
 - Have students compose an essay in which they reflect upon experiences that have occurred throughout the school year. Students should be able to comment on things that went well, lessons they learned, and what knowledge they will be taking with them into the next grade
 - Generally completed at the end of a school year, often discussing the students growth in writing based on the portfolio contents for the year/past years

English 10
EN 961 = Semester One / EN 971= Semester Two

SUGGESTED ACTIVITIES FOR GRADE TEN ENGLISH CLASSES

The following list of suggested activities can be applied to the grade ten English curriculum.

Writing:

- Have students apply the steps of the writing process including: thesis, outline, drafts, peer-revision, and the final multi-paragraph essay. Possible topic generators include novels, plays, and literary works in class
- Have students follow the above writing guidelines and compose papers which focus on social concerns or analysis of one specific piece of literature

Grammar:

- Provide activities which introduce students to:
 - Verbals—Infinitives, gerunds, and participles
 - Sentence combining
 - Pronouns and their antecedents

http://owl.english.purdue.edu/handouts/grammar/g_verbals.html

Explanations of verbals and their functions

www.csus.edu/owl/index/sentence.htm

Sentence combining activities

Oral Activities:

- Have students perform prepared and/or impromptu speeches which focus on social concerns
- Have student create scenes from selected pieces of literature

<http://www.eslpartyland.com/teachers/nov/listen.htm#Reading>

Basic do's and don'ts for speech creation peer evaluation form, teacher evaluation form

<http://serc.carleton.edu/NAGTWorkshops/assess/oralpresentations.html>

Assessment tools, including evaluation and scoring rubrics. Resources for peer review, portfolios, concept maps, etc.

English 10
EN 961 = Semester One / EN 971= Semester Two

Computer Literacy:

- Have students conduct data based researched
- Have students do more advanced Power Point assignments

<http://www.kumc.edu/SAH/OTEd/jradel/effective.html>

Information on developing effective power points, designing effective visual aids for presentation, creating an effective poster presentation, also includes: planning, preparation, and outlining

Media Writing:

- Have students identify the various propaganda techniques used within the media and have students compose their own commercial which incorporates one or more of these techniques

<http://myschoolonline.com/page/0,1871,24531-161384-27-3497,00.html>

This website contains a step-by-step poster project that includes poster sites, propaganda vocabulary and worksheets.

<http://www.sourcewatch.org/index.php?title=Propaganda>

This website provides a definition of propaganda, history (Nazi, Cold War), techniques, how to recognize, organization, references and other external links.

<http://en.wikipedia.org/wiki/Propaganda>

This website extensively defines propaganda and includes techniques, vocabulary, historical aspects, visuals and links to various sights.

Reading Comprehension:

- Encourage independent reading of student selected texts through a variety of activities such as journaling, independent letters, and diaries

Miscellaneous Information:

<http://www.webenglishteacher.com>

A comprehensive site with lesson plans for K-12 English/Language Arts teachers. Lesson links for all aspects of English/Language Arts

<http://rubistar.4teachers.org/index.php>

Offers various rubric styles and forms for evaluation. Teachers can create their own rubrics with specific class information

Grade Ten Writing Portfolio

(Teacher's Name)

(Student's Name)

Table of Contents

<u>Assessment Category</u>	<u>Title of Work</u>	<u>Semester Completed (mm/yr)</u>
Letter of Application	_____	_____
Literary Analysis of a Short Story	_____	_____
Biographical Sketch	_____	_____
Persuasive Writing Task	_____	_____
Expository Writing Task	_____	_____
Descriptive Writing Task	_____	_____
Research Project	_____	_____
Reflective Response	_____	_____

*Teacher's Signature

Date

**Student's Signature

* By signing the teacher certifies that to the best of his or her knowledge the student was introduced to each of these types of writing. It also certifies, that to the best of her or his knowledge, the student created the work.

** By signing the student certifies that she or he created the work.

English 11
EN 981 = Semester One / EN 991 = Semester Two

COURSE DESCRIPTION

The central purpose of this course is to extend students' growth in all communication arts. Reading, writing, listening, discussing, speaking, using language, understanding media, using technology, and employing research skills will be applied to help students enhance their abilities to become creative and critical thinkers.

Key Learning Targets

Language

Arts

- B.11/12.1 Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.
- B.11/12.2 Apply the writing process to create and critique writing composed in a variety of situations.
- B.11/12.3 Edit and critique writing for clarity and effectiveness.
- C.11/12.1 Use advanced presentation skills on self-selected and assigned topics.
- C.11/12.2 Evaluate oral messages for accuracy, logic and usefulness.
- C.11/12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.
- D.11/12.1 Identify and analyze the history, origin and usage of English words and phrases.
- D.11/12.2 Compare and analyze the use of symbol systems and expressions in other cultures' languages.
- E.11/12.1 Use advanced computer skills to assist in the acquisition, organization, analysis and communication of information.
- E.11/12.2 Develop and apply criteria to evaluate various media messages.
- E.11/12.3 Develop and present various media products to inform or entertain real audiences across content areas.
- E.11/12.4 Evaluate the impact of various market factors on the effectiveness of media production and distribution.
- E.11/12.5 Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work.
- F.11/12.1 Use a research process to plan, conduct and communicate research on assigned and self-selected topics, including literary topics.

Reading

Text Comprehension

Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.

Story Elements/Structure

Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.

Literature Study

Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

English 11
EN 981 = Semester One / EN 991 = Semester Two

MPS District-adopted text and resources = McDougal Littell, American Literature (2006)

COURSE OBJECTIVES:

By the end of Grade 11 students should be able to do the following:

- Create substantial pieces of proficient writing including:
 1. Cover Letter
 2. Poetry Analysis
 3. Research Project
 4. Resume
 5. Persuasive Writing Task
 6. Descriptive Writing Task
 7. Comparative Writing Task
 8. College Application Essay
 9. Reflective Writing
- Apply the writing process to create and critique various compositions.
- Edit compositions for clarity and effectiveness
- Prepare and deliver oral presentations (presentation on a topic appropriate to course work) as well as critique them for accuracy and usefulness
- Evaluate and summarize the relevance of ideas, arguments, hypotheses and evidence presented in a discussion
- Identify and analyze the history, origin and usage of English words and phrases.
- Demonstrate computer and media literacy
- Compare and analyze the use expressions from other cultures
- Develop and evaluate various media products to inform or entertain audiences across content areas
- Use peer critiques for clarity, form and effectiveness of media work
- Use research skills to conduct, plan and communicate an assigned or self-selected topic appropriate to course work
- Effectively use grammatical conventions, varied sentence structures, and cite sources correctly using parenthetical citation or footnotes
- Evaluate using a variety of strategies to comprehend texts, and improve oral and silent reading performance
- Explain how writers are influenced by issues and events from various cultures and historical periods and how themes of literature are developed
- Identify and analyze various main ideas/key points from different perspectives and articulate them orally and in writing for fiction and nonfiction texts
- Identify devices authors use to influence the reader's understanding of human experiences and critique the effectiveness of their use in varied genres

English 11
EN 981 = Semester One / EN 991 = Semester Two

COURSE EVALUATION/ASSESSMENT:

- Students will be evaluated on the completion of the nine (9) portfolio items specified for the 11th grade
- Students will be evaluated on the development of their oral presentation skills
- Students will be evaluated on their mastery of grammatical conventions and mastery of varied sentence structures
- Students will be evaluated on their ability to provide effective oral and written critiques of student and professional work
- Students will be evaluated on their understanding of literary devices and literary analyses
- Students will be evaluated on their ability to interpret the intent and quality of media as well as compose various compositions

POSSIBLE WRITING ACTIVITIES:

The following is a list of suggested activities that can be utilized to teach writing

- **Research Paper:**
 - Students can research a variety of topics that can be related to the literature they cover, such as: immigrant cultures in America, American authors, different time periods (i.e. The Harlem Renaissance, Puritans, Civil Rights Movements, The Great Depression, Wars...)
- **Poetry Analysis**
 - Students will create original poems of various styles to put in their portfolio, along with critiques of these poems and of professional poems focusing on: simile, rhyme scheme, stressed & unstressed syllables, metaphors, the various form of poetry for stylistic intent/purpose, etc

<http://www.aresearchguide.com/>

Provides a research guide for students for completion of a research paper

<http://www.authorsden.com/visit/viewarticle.asp?AuthorID=13298>

Provides a guide for critiquing and evaluating poetry

<http://www.lib.fit.edu/pubs/librarydisplays/FormsOfpoetry.pdf>

Provides information on the various poetic forms

English 11
EN 981 = Semester One / EN 991 = Semester Two

- **Persuasive Writing Task:**
 - Explain the perspective of an event from a character's point of view
 - Show how an author was influenced by a particular event or time period in history
 - Tie in literary conflicts to current events and debate them
- **Descriptive Writing Task:**
 - Write a response using rich vocabulary to describe a particular ethnic experience: Holiday (*Cinco De Mayo*), Religious (*Ramadan*), Political (*Civil Rights*) Social (*The Great Depression, Coming to America*), etc.
- **Comparative Writing Task:**
 - Write to compare: literary works, different authors, literary descriptions of time periods and events (i.e. early American immigrants, the Great Depression...)
- **College Application Essay:**
 - Have students write essays explaining what qualities they have that make them viable candidates for a university; what makes them stand out as students and human beings

<http://www.collegeboard.com/student/apply/essay-skillsindex.html>

Provides sample college/scholarship application essays, as well as information about formatting and sample essay topics

<http://world.std.com/~edit/ouch.htm>

Provides information to complete a college application essay

<http://www.kyrene.k12.az.us/schools/brisas/sunda/poets/poetry2.htm>

Provides a glossary of poetic devices

- **Cover Letter/Resume:**
 - Refer to the MPS Narrative Prompt Book (Letter of Application);

<http://resume.monster.com>

A comprehensive guide to resume creation with tips and sample resumes.

English 11
EN 981 = Semester One / EN 991 = Semester Two

<http://www.resume-resource.com/>

Resources for writing and distributing a professional resume. Includes resume samples, articles, cover letters, thank you letters, and much more.

<http://owl.english.purdue.edu/workshops/hypertext/ResumeW/index.html>

Graphic-based tutorial from Purdue University outlining the basics of resume structure

SUGGESTED ACTIVITIES FOR GRADE ELEVEN ENGLISH CLASSES

The following list of suggested activities can be applied to the 11th grade English curriculum.

Writing:

- Continue working with the writing process: thesis, outline, drafts, peer-revision, and the final multi-paragraph essay
- Students should focus their writing on literary comparisons of various devices and techniques

<http://mrbraiman.home.att.net/lit.htm>

Explains various literary devices

http://www.teachnology.com/teachers/lesson_plans/language_arts/literary/

Provides lesson plans on literary analysis

<http://www.csuohio.edu/writingcenter/writproc.html>

Provides information explaining the writing process

Research:

- Provide students with activities that help them understand how to avoid plagiarism, and how to correctly cite their sources using parenthetical citation or footnotes. (See Research Paper above)

Grammar:

- Continue internalizing sentence structures
- Focus on keeping the same tense within their writing, using appropriate sentence structures, and begin using elaborate punctuation for style and effect, such as: ellipses, hyphens, semicolons, brackets, dashes, etc.

<http://wwwnew.towson.edu/ows/sentencestruct.htm>

Explains sentence structure and how to effectively create sentences

English 11
EN 981 = Semester One / EN 991 = Semester Two

http://www.temple.edu/writingctr/workshops/workshop_proofreading.htm

Explains how to edit and punctuate effectively

<http://www.iolani.honolulu.hi.us/Keables/KeablesGuide/PartFour/BracketsEllipsesHyphensCaps.htm>

Explains how to effectively punctuate for style

Oral Activities:

- Have students participate in debates on thematic topics
- They should give more than one oral recitation of pieces of literature or poetry
- Students should give oral literary critiques either prepared or impromptu

http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml

Lesson plans on how to use debates in class

<http://www.idebate.org>

Provides information regarding how to organize, promote and develop debate. Lists of possible debate topics and classroom activities are also provided

<http://www.eslpartyland.com/teachers/nov/listen.htm#Reading>

Ideas on how to give and critique oral presentations

Computer Literacy:

- Students will continue using word processed documents
- Students will begin using Publisher applications

<http://www.microsoft.com/office/previous/xp/columns/column15.asp>

Tips for using Microsoft Publisher

<http://www.bcschools.net/staff/PublisherHelp.htm>

Tips on using Microsoft Publisher

<http://www.willamette.edu/wits/resources/docs/software/msoffice/word-faq.htm>

Tips for using Microsoft Word

English 11
EN 981 = Semester One / EN 991 = Semester Two

Media Writing:

- Students can create a newspaper report or bulletin using the five W's and discuss events from a specific text

<http://www.enchantedlearning.com/newspaper/>
Tips for creating a classroom/school newspaper

<http://kmi4schools.e2bn.net/rostra/news.php?r=1&t=2&id=20>
Tips on creating a newspaper

Reading Comprehension:

- Encourage independent reading of student-selected texts through independent letters, diaries, and journaling activities.

Miscellaneous Information:

<http://www.webenglishteacher.com>
A comprehensive site with lesson plans for K-12 English/Language Arts teachers. Lesson links for all aspects of English/Language Arts

<http://rubistar.4teachers.org/index.php>
Offers various rubric styles and forms for evaluation. Teachers can create their own rubrics with specific class information

Grade Eleven Writing Portfolio

(Teacher's Name)

(Student's Name)

Table of Contents

<u>Assessment Category</u>	<u>Title of Work</u>	<u>Semester Completed (mm/yr)</u>
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Cover Letter		
Poetry Analysis		
Research Project		
Resume		
Persuasive Writing Task		
Descriptive Writing Task		
Comparative Writing Task		
College Application Essay		
Reflective Writing		

*Teacher's Signature

Date

**Student's Signature

*By signing the teacher certifies that to the best of his or her knowledge the student was introduced to each of these types of writing. It also certifies that to the best of his or her knowledge the student created the work.

**By signing the student certifies that he or she created the work.

Contemporary Communication SP 011

COURSE DESCRIPTION

Students in this course will be introduced to basic speaking skills that will help them to develop their ability to speak fluently, intelligently and purposefully with poise and confidence. By utilizing the techniques of logic, persuasion and reasoning, students will develop a better understanding of self, of the communication process, of group interaction and organizational skills. Students will experience personal growth and public contact skills through real-life communication scenarios.

Key Learning Targets

Language

Arts

- C.12.1 Use advanced presentation skills on self-selected and assigned topics.
- C.12.2 Evaluate oral messages for accuracy, logic and usefulness.
- C.12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.
- D.12.2 Compare and analyze the use of symbol systems and expressions in other cultures' languages.
- E.12.2 Develop and apply criteria to evaluate various media messages.
- E.12.3 Develop and present various media products to inform or entertain real audiences across content areas.
- E.12.4 Evaluate the impact of various market factors on the effectiveness of media production and distribution.
- F.12.1 Use a research process to plan, conduct and communicate research on assigned and self-selected topics, including literary topics.

Reading

- A.12.1c **Text Comprehension**
Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.
- A.12.1c **Purpose for Reading**
Select a variety of material to read for information, appreciation and enjoyment.

Contemporary Communication SP 011

COURSE OBJECTIVES

By the end of this course students will:

- 1 Understand the role of “rhetoric” within the global society.
- 2 Distinguish and evaluate one form of forensic speaking; public speaking.
- 3 Demonstrate their knowledge and skills via performance and evaluation of self and peers.
- 4 Appreciate and utilize the “process” approach to preparing, developing, practicing, and perfecting their presentations and speech communication skills.
- 5 Work towards improvement of voice and speech in order to foster self-confidence, self-worth, and self-discipline.
- 6 Recognize the extension of their public speaking skills into other academic, professional, and social experiences.
- 7 Value the presence of public speaking within their culture and society by observing and evaluating political speeches, commencement addresses, and other communication encounters.
- 8 Observe and evaluate the various genres of public speaking via attendance at a variety of public speaking events.

COURSE EVALUATION/ASSESSMENTS

- 1 Students will be evaluated on communicating their understanding of rhetoric in today’s global society.
- 2 Students will be evaluated on their ability to explain the different types of speeches in public speaking.
- 3 Students will be evaluated on their performance in public speaking.
- 4 Students will be evaluated on the improvement of vocal and speaking skills through presentation.
- 5 Students will be evaluated on their recognition of public speaking skills in their life and society.

REQUIRED SPEAKING ACTIVITIES

Basic Public Speaking Exercises

http://www.teach-nology.com/teachers/lesson_plans/language_arts/speaking/
Lesson plans for public speaking

<http://www.stresscure.com/jobstress/speak.html>
Conquering public speaking fears

Informative Speeches

Contemporary Communication SP 011

<http://writing.colostate.edu/guides/speaking/infomod/>
Guide for informative speaking

http://nyip.net/~slipman/Speech_1/InfoSpkg_Slides_files/frame.htm
Slide show on informative speaking

Persuasive Speeches

http://www.studyguide.org/cm101_persuasive_speech.htm
Study guide for persuasive speaking

http://webpages.marshall.edu/~lowe/persuasive_speech_evaluation_rubric.htm
Persuasive speech rubric

Demonstration Speeches

<http://home.earthlink.net/~speechcom/dtopics.htm>
Possible speech topics

<http://www.hcc.hawaii.edu/~grace/syllabus/151tel/demonst.htm>
Demonstration speech tips

Special Occasion Speeches

http://www.speech-guru.com/persuasive_speech.php
Information on different types of special occasion speeches

**Acting
SP 031**

COURSE DESCRIPTION

In this course students will discover the art of acting. They will create character through elements such as movement, voice, makeup and costume. Some of the other areas of the course include: improvisation, performance anxiety, blocking, and character interaction.

Key Learning Targets

Language

Arts

- B.12.3 Edit and critique writing for clarity and effectiveness.
- C.12.1 Use advanced presentation skills on self-selected and assigned topics.
- C.12.2 Evaluate oral messages for accuracy, logic and usefulness.
- E.12.3 Develop and present various media products to inform or entertain real audiences across content areas.
- E.12.5 Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work.

Reading

- A.12.1b **Word Comprehension**
Evaluate and demonstrate a variety of word analysis techniques to comprehend unfamiliar words and improve oral and silent reading performance when considering the context of a work.
- A.12.1c **Text Comprehension**
Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.
- A.12.1d **Fluency**
Demonstrate the use of fluency strategies when readability and meaning are influenced by text format and content.
- A.12.1e **Purpose for Reading**
Select a variety of material to read for information, appreciation and enjoyment.
- A.12.2a **Story Elements/Structure**
Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.

Acting SP 031

COURSE OBJECTIVES

By the end of this course students will be able to:

- 1 Overcome performance anxiety
- 2 Do improvisations
- 3 Understand the basics of blocking
- 4 Know how to interact with other characters
- 5 Know the elements of non-verbal communication
- 6 Know the basics of theater make up
- 7 Know the basics of theater costuming

COURSE EVALUATION/ASSESSMENT

- 1 The student will be evaluated on the knowledge and practice of warm up exercises and stage fright control.
- 2 The student will be evaluated on their ability to do improvisations.
- 3 The student will be evaluated on their ability to follow theater blocking.
- 4 The student will be evaluated on their ability to do basic make up and costuming.
- 5 The student will be evaluated on their ability to perform a scene(s) with fellow student(s).

REQUIRED ACTIVITIES

Warm up exercises

<http://nasismiddle.nbed.nb.ca/teleconference/tnb3.htm>

Acting games and warm ups

<http://www.staircase.org/structures/warmups.html>

Selection of warm up activities

<http://www.cpsd.us/Web/Curriculum/Drama/vocal.html>

Vocal warm up exercises

Improvisation

<http://www.humanpingpongball.com/>

Improv Encyclopedia (everything you always wanted to know about improving improvisation)

Blocking for Theater

**Acting
SP 031**

<http://www.cvs.k12.mi.us/adaines/stagemovement.htm>

Stage movement

<http://www.ipa.net/~mc64802/amtblock.html>

Good diagram and explanations of blocking

<http://www.punahou.edu/theatre/curriculum/AFWeb/handouts/movement.html>

Fundamentals of stage movement

Costuming

<http://www.geppettoproductions.com/costume-design-101/Costume-design-101.html>

Costume design 101

Theater makeup

<http://www.rso.cornell.edu/teszia/resourcemadeup.html>

Tips on make up design

<http://www.drake.edu/artsci/theatre/Makeupclassinfo.html>

Good list for a basic theater makeup kit

Basic Acting techniques

<http://thunder.prohosting.com/%7Ejez/>

Actor's resource for basic techniques

http://www.edta.org/rehearsal_hall/the_audition.asp

The audition process

Scenes for acting practice

<http://www.thespiannet.com/scripts.shtml>

A list of script sites (remember some of these might be copyrighted)

<http://www.theaterwords.com/>

Royalty-free works for students, women and theater groups

<http://www.actorpoint.com/monologue.html>

Free monologues for practice, also tips on how to choose a monologue

**Play Production
SP 041**

COURSE DESCRIPTION

Students in this course will acquire experience in the various elements of play theatre crafts, including costuming, makeup, stagecraft, sound, lighting, direction. Theatre vocabulary will be presented.

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Play Production SP 041

COURSE EVALUATION/ASSESSMENT

- 1 Students will be evaluated on their ability to design and create a character.
- 2 Students will be evaluated on their ability to design and create a character.
- 3 Students will be evaluated on their ability to design a basic layout.
- 4 Students will be evaluated on their knowledge of and ability to create a character.
- 5 Students will be evaluated on setting up a house and props.
- 6 Students will be evaluated on their ability to produce a production.

REQUIRED ACTIVITIES

Design a costume

[http://www.geppettoproductions.com/costume-design-101/Costume design 101](http://www.geppettoproductions.com/costume-design-101/Costume%20design%20101)

Design theater makeup

<http://www.rso.cornell.edu/teszia/resourcemakeup.html>
Tips on makeup design

<http://www.drake.edu/artsci/theatre/Makeupclassinfo.html>
Good list for a basic theater makeup kit

Design a play set

<http://www.lessonplanspage.com/LATheaterDesignHS.htm>
Lesson plan for designing a set

<http://www.geneseo.edu/%7Eblood/SetDesign1.html>
What a set designer does

Design light and sound for the stage

<http://www.mts.net/%7Ewilliam5/sld/sld-toc.htm>
Stage lighting 101

<http://harada-sound.com/sound/handbook/index.html>
Sound 101

Play Production
SP 041

Stage managing

<http://www.paulbunyan.net/users/bct/kirby/stagemgr.html>

<http://web.archive.org/web/20040115220949/www.markhamyouththeatre.co>

Tips on being a stage manager

Extra Sites

http://www.dramatic.com.au/glossary/glossary_d.htm

Excellent theater vocabulary site

<http://www.theatrelinks.com/study.htm>

Excellent theater links site

Comparative Literature and Film Studies/Film Analysis
SP 121 = Semester One / SP 131 = Semester Two

COURSE DESCRIPTION

Students will learn how to view film through several different critical lenses. They will also learn how filmmakers apply literary terminology and techniques to produce cinematic masterpieces as well as popular films. Students will become aware of the conventions of various film genres. At the end of the course, students will be able to effectively compare and contrast literary texts to film adaptations. (Pulaski)

Can a film ever be as good as its written companion? This course is designed to build on student's analytical skills through the study of classic and contemporary literature and film. Students will read, interpret, compare, and analyze texts in many different forms, including film. Students will use higher level thinking in order to discuss, debate, write, compare, contrast, synthesize, and critique texts ranging from Brothers Grimm to J.K. Rowling. (Bradley Tech)

In this course students will be introduced to the world of film. They will learn the intricacies of and how to write an analysis and criticism for film. They will also be introduced to different themes, topics, directors, and actors. Plus, they will learn various terms used in movie making. (James Madison)

SP121 = Semester One / SP 131 = Semester Two
Film Analysis and Criticism

Course Description

In this course students will be introduced to the world of film. Students will learn how to view film through several different critical lenses. They will learn the intricacies of and how to write an analysis and criticism for film. They will also be introduced to different themes, topics, directors, actors and the conventions of various film genres. Plus they will also learn how filmmakers apply literary terminology and techniques to produce cinematic masterpieces as well as popular films. The continuation will concentrate on using the student's analytical skills through the study of classic and contemporary literature and film. Students will read, interpret, compare, contrast, analyze, discuss, write, and critique texts and their film counterparts.

State Standards/Targets

- C.12.1 Write a critical review of a live theatrical event, its effect on the audience, and its potential impact in a broader social and cultural context
- C.12.2 Select a play or theatre-related event or individual and research the topic, gathering information from more than one source
- C.12.3 Explain in writing the potential impact of a play on society and culture
- D.12.1 Reflect on and assess their own work and the work of others
- D.12.2 Continue to share their comments constructively and supportively within the group
- D.12.3 Demonstrate increased understanding of strengths (what worked) and weaknesses (what didn't work) in character work and scenes presented in class

Course Objectives

By the end of this course students will:

- View, understand and enjoy a number of significant works of film
- Acquire a critical knowledge of film themes, motifs, structures, narratives, points of view and values that are typical of a world perspective
- Practice techniques of film analysis and criticism (review) and become familiar with terms associated with those forms
- Acquire a background for further studies in film for a possible career and pleasure
- Understand the role and responsibilities of the director, actor, producer, and other people associated with film
- Become familiar with script visualization and adaptation techniques
- Learn various techniques associated with film such as sound, lighting, editing, etc.

Course Evaluation/Assessments

- Students will be evaluated on their ability to write various forms of film analysis and a critical review.
- Students will be evaluated on being able to pick out the theme, motif, points of view, structure and values in any film.
- Students will be evaluated on their knowledge of the job descriptions of the variety of people involved with filmmaking.
- Students will be evaluated on their knowledge of film making techniques.
- Students will be able to recognize what makes a film a classic in all the various genres.
- Students will be able to write about the conversion from the literary to film.

Suggested Activities

1. View a variety of films for different reasons; theme, genre, character, etc and write an analysis about them.

<http://www.dartmouth.edu/~writing/materials/student/humanities/film.shtml>

This site gives a good concise insight on how to write various types of film analysis and contains a pretty good glossary of film terms.

<http://www.uni-koeln.de/~ame02/pppf.htm>

I would say this is the essential guide to film analysis.

2. View a variety of films and write a critical review about them.

<http://www.mona.uwi.edu/liteng/courses/e10f/documents/How%20to%20Write%20a%20Film%20Review%20Article.pdf>

Clear cut site on how to write a film review article.

<http://www.angelfire.com/journal2/englishresource/filmreview.html>

Not a lot of detail, but a good outline to follow for writing a review.

<http://www.xtec.es/~vfeliu/writing/revi3.htm>

Interesting site and format.

3. Research and study the history of film, actors, directors, etc.

<http://www.afi.com/>

The ultimate in film information and lists.

4. Write a comparison/contrast between a literary work and its film version.

Possibilities: *Gone With the Wind*, *The Divine Secrets of the Ya Ya Sisterhood*, *All Quiet on the Western Front*, *Practical Magic*, *Wuthering Heights*, *Stand By Me* (Stephen King's short story *The Body*, *The Haunting of Hill House*, *20,000 Leagues Under the Sea*)

Course Description

Literature and Film Criticism is a course designed to build on student's analytical skills by using classic and contemporary literature and film. This class asks students to read, interpret, compare, and analyze texts in many different forms. Students will be asked to use higher level thinking in order to discuss, debate, write, compare, contrast, synthesize, and critique texts from Brother Grimm to Stephen King.

Key Learning Targets

A.12.2a Explain the structure of selected classical and contemporary works of literature and film, in whole and in

part, from various cultures and historical periods, and illustrate ways in which authors use syntax,

imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history,

culture, and style

A.12.2b Draw on a broad base of knowledge about the universal themes of literature such as initiation,

love and duty, heroism, illusion, and reality, salvation, death and rebirth, and explain how these

themes are developed in a particular work of literature

A.12.2d Develop, explain, and defend interpretations of complex literary works

A.12.3c Identify the devices an author/director uses to influence readers/viewers and critique the effectiveness of their use

B.12.1b Compose and publish analytic and reflective writing that conveys knowledge, experience, insights,

and opinions to an intended audience

B.12.2c Given a writing assignment to be completed in a limited amount of time, produce a well developed

well organized, clearly written response in effective language and a voice appropriate for audience

and purpose

E.12.4a Analyze the effect of media production technique, such as music, camera angles, fade-outs, and

lighting, on different audiences
E.124b Evaluate the impact of various market factors on the effectiveness of media production and distribution

E.124c Identify the impact of image and context on particular audiences receiving the same message

Course Objectives:

By the end of this course students will be able to:

1. Understand how and why literature is adapted into film
2. Identify and critique directional decisions on editing, lighting, angles, shots, etc.
3. Compare and contrast between the text and the film
4. Understand and Identify elements of mise-en-scene
5. Understand and analyze the hero in text and film
6. Understand and analyze animation film techniques
7. Evaluate elements of the film; setting, casting, continuity, etc.

Assessments:

1. Students will be evaluated on their ability to identify the different types of film techniques and their effect on the film
2. Students will be evaluated on their ability to analyze the adaptation from the text to the film through reflective writing
3. Students will be evaluated on their ability to hypothesize why directional decisions are made through reflective writing
4. Students will be evaluated on their ability to identify the elements of mise-en-scene in a film
5. Students will be evaluated on their ability to trace the stages of a hero through literature and film
6. Students will be evaluated on their ability to analyze animation

Creative Communication SP 211

COURSE DESCRIPTION

Students in this course will enhance their poise and presentation skills and reduce their performance anxiety through the use of creative verbal and nonverbal skills. The focus of the course is on performance through the use of prose, poetry, drama and original works in various interpretive speaking situations. These performances are similar to the speaking done in forensics competitions.

Key

Learning Targets

Language

Arts

- C.12.1 Use advanced presentation skills on self-selected and assigned topics.
- C.12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.
- E.12.2 Develop and apply criteria to evaluate various media messages.
- E.12.3 Develop and present various media products to inform or entertain real audiences across content areas.
- E.12.5 Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work.

Reading

- A.12.1c Text Comprehension
Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.
- A.12.1d Fluency
Demonstrate the use of fluency strategies when readability and meaning are influenced by text format and content.
- A.12.1e Purpose for Reading
Select a variety of material to read for information, appreciation and enjoyment.
- A.12.2a Story Elements/Structure
Evaluate and explain how classical and contemporary literature themes are developed, literacy techniques are used, and writers are influenced by issues and events from various cultures and historical periods; develop criteria to evaluate literacy merit.
- A.12.2b Text Structure
Critique and support expository structure in a variety of text to comprehend the meaning of text.
Literature Study
A12.3b Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in various genres.

Creative Communication SP 211

COURSE OBJECTIVES

By the end of this course students will:

- 1 Understand the role of “rhetoric” within the global society.
- 2 Distinguish and evaluate two forms of forensic speaking: debate and oral interpretation.
- 3 Demonstrate their knowledge and skills in the two forms via performance and evaluation of self and peers.
- 4 Appreciate and utilize the “process” approach to preparing, developing, practicing, and perfecting their presentations and speech communication skills.
- 5 Work towards improvement of voice and speech in order to foster self-confidence, self-worth, and self-discipline.
- 6 Recognize the extension of their forensic speaking skills into other academic, professional, and social experiences.
- 7 Value the presence of forensic speaking within their culture and society by observing and evaluating political debates, commencement addresses, storytelling experiences, and other communication encounters.
- 8 Observe and evaluate the various genres of forensic speaking via attendance at an interscholastic forensic tournament.

COURSE EVALUATION/ASSESSMENTS

- 1 Students will be evaluated on communicating their understanding of rhetoric in today’s global society.
- 2 Students will be evaluated on their ability to explain debate and oral interpretation.
- 3 Students will be evaluated on their performance in the two forms of forensic speaking.
- 4 Students will be evaluated on the improvement of vocal and speaking skills through presentation.
- 5 Students will be evaluated on their recognition of forensic speaking skills in their life and society.

**Creative Communication
SP 211**

REQUIRED SPEAKING ACTIVITIES

Oral Interpretation

<http://www.lfelem.lfc.edu/resources/finearts/drama/dramawebpage/oralinterprubric.htm>
Rubric for grading oral interpretation pieces

<http://www.phirhopi.org/prp/spkrpts4.2/cmills.html>
Explanation on how to orally interpret prose and poetry

- Prose
Orally interpret a prose piece, either short story or novel
- Poetry
Orally interpret a poetry piece

Storytelling

- 1 Tell different types of stories to the class (folktales, children's stories, legends, short stories)

<http://www.storyarts.org/>
Excellent site on how to do storytelling, also has some lesson plans

- 2 Go to a grade school or nursing home and tell stories (or if you have the technology do it via long distance hook up)

Drama

- 3 Orally interpret a scene from a play (remember this is not acting the scene, just speaking)

<http://www.personal.psu.edu/users/r/a/rac226/InterpretingaDrama.htm>
Good questions to get into a character

Reader's Theater

<http://www.aaronshep.com/rt/>
<http://www.richmond.k12.va.us/readamillion/readerstheater.htm>
Links and information on Reader's Theater

Debate

<http://flynn.debating.net/old/howdebat.htm>
<http://www.truthtree.com/debates.shtml>
Sites on how to debate effectively

American Rhetoric SP 601

COURSE DESCRIPTION

Gilder Lehrman American Rhetoric is a speech class that studies great American Speakers and how they used speaking techniques and media to influence America. In this course we analyze professional speakers and their speeches for the elements of information, persuasion and promotion of social cohesion. We study how speeches have affected people and helped shape history. We will study speaking styles throughout history and during particular historical time periods. This course also serves as a cross curricular reference to the student's study of History and enriches their understanding of American history and politics and how it was influenced by communications media and speakers. Students will be expected to read, research and write, synthesizing and evaluating information. The Gilder-Lehrman Institute: Dedicated to collecting, preserving, interpreting, and promoting interest in the history of the United States, the Gilder-Lehrman Institute of American History advances the study of history.

The Gilder-Lehrman curriculum is aligned with national, state and district standards and in addition, reflects American college Testing (ACT) preparatory skills.

Key Learning Targets

Reading

- A12.1 Use effective reading strategies to achieve their purposes in reading
- A12.3 Read and discuss literary and nonliterary texts in order to understand the human experience
- A12.4 Read to acquire information

Writing

- B 12.1 Create or produce writing to communicate with different audience for a variety of purposes.
- B 12.2 Plan, revise, edit, and publish clear and effective writing
- B 12.3 Understand the function of various forms, structures, and punctuation marks or standard American English and use them appropriately in written communications.

Speaking

- C 12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences.
- C 12.2 Listen to, discuss, and comprehend oral communication
- C 12.3 Participate effectively in discussion

Language

- D 12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communications
- D 12.2 Recognize and Interpret various uses and adaptations of language in social, cultural, regional and professional situations, and learn to be flexible and responsive in their use of English.

Technology

- E 12.1 Use computers to acquire, organize, analyze, and communicate information

Research

- F 12. 1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings

Course Content

Outline / Scope and Sequence

- ❖ Basics of Speech / Persuasion and Argumentation
- ❖ Themes of Freedom, Democracy, Civil Rights, Education and Political Campaign Rhetoric
- ❖ Speeches of the American Revolution - Essay, Letters, Books influence on Rhetoric
- ❖ Speeches of the Civil War - Newspaper influence on Rhetoric
- ❖ Speeches of the Twentieth Century - Radio, Film and TV influence on Rhetoric
 - 1900- 1940
 - WW2
 - Cold War
 - Civil Rights
 - Vietnam
 - 1980 – Present

III. Student Outcomes and Objectives

Cognitive Objectives

Students will:

- Read, Listen to and understand Speakers who affected America and how they used professional communication and speaking methods.
- Develop an understanding of how media (press, films, radio and TV) have influenced how professional speakers speak and how their message was received.
- Develop computer skills that include working with computer systems, internet searches, word processing and current software, shown in the typed composition of papers including works cited that include computer based sites.
- Understand how the students' personal interpretations of speeches can change by examining multiple points of view. This understanding will be shown in personal reflection essays and through class discussions.
- Write coherently applying appropriate grammatical and usage rules shown by use of these techniques in assigned writings that meet or exceed the proficient writing levels set by testing rubrics.
- Use the writing process to develop papers and essays that includes prewriting, drafting, revising, editing, publishing and self assessment.

- Read, interpret and analyze cross curricular primary documents and sources and apply them to their study of Rhetoric, demonstrated by reference to these documents and sources in their class discussions and written work including journals, self assessments and reflection papers.

Affective Objectives:

Students Will:

- Gain an understanding of the value of individual opinions
- Appreciate the impact of Rhetoric on American thought and politics
- Enhance their awareness of the complex nature of speaking
- Appreciate the cultural diversity and voice within Rhetoric

IV. Evaluation, Assessment and Teaching Methods

Comprehensive Reading of Speeches, Text and Additional Novels

Lecture

Class Discussion

Group Work

Supplemental Reading for History, Author Background and other information

Note Taking (Including direct instruction on how to take notes)

Video representation of speakers and/or time periods

One on one assessment of notes and work

Assignment of opinion and research papers

Quizzes, Tests Exams

- Homework and Independent Study
- Peer and Self Assessment
- Inclusion of Community resources (Speakers, field trips, and programs)
- Encourage Parent Involvement
- Attention to Multiple intelligence instruction and Bloom's Taxonomy
- Student-centered classroom with teacher as facilitator
- Cross Curricular Instruction via scheduling and computer technology integration

Skills Assessed

Reading

Writing

Speaking

Listening

Critical Thinking (Recall, Comprehension, Application, Analysis, Synthesis and Evaluation)

V. Suggested Text and Materials and Activities

Classroom Handouts

Pen, Pencil, Notebook, Folder

Additional Resources

American Rhetoric

www.americanrhetoric.com

Used with permission of Professor Michael Eidenmuller Ph.D University of Texas

Great American Speeches, 80 years of Political Oratory Speech Archive

www.pbs.org/greatspeeches/timeline/

Free online lesson resource offered by PBS

UNIT / CONTENT	Grammar / Writing Skills/ Critical Thinking Targeted
1 Definitions of Rhetoric Persuasion / Argument Speakers: Henry, Paine, Jefferson, Franklin Election Project	Basic Grammar/ Word Choice / Voice / Persuasion/ Vocabulary for Course
2 Newspapers and Media During the Civil War Political Allegories Speakers: Lincoln, Douglas, Washington, Jennings-Bryan Election Project	Sentence /Paragraph Structure / Illustration/ Narrative / Allegories
3 The Turn of the Century / WWI Radio and Rhetoric Speakers: DuBois, Terrell, Roosevelt, Wilson, LaFollette, Wilson Inherit the Wind – Legal Rhetoric Election Project Start Research Speakers	Word Choice / Tone / Three Hallmarks of Persuasion (Ethos, Logos, Pathos) Pre Writing, Begin Research
4 The Roaring Twenties and The Thirties Film and Newsreels Impact on Rhetoric Logical Fallacies in Rhetoric Speakers: Darrow, FDR, Coughlin, Long, Smith, Talmadge Election Project Ongoing	Logical Fallacies, Reputable Resources, Citation and Plagiarism
5 WWII and The Fifties Speakers: FDR, Patton, MacArthur, Eisenhower, McCarthy, Welch, Nixon 12 Angry Men – Logic and The Legal System Election Project Ongoing Research Project	Organization, Paragraph Transitions

<p>6 The Civil Rights Movement and the Sixties Television and Rhetoric Speakers: Kennedy, Kennedy, Humphrey, Malcolm X, King, Johnson , Nixon, Election Project Finish</p>	<p>Research Rough Draft Personal Speaking Skills Tone, Allusion, Imperative Voice</p>
<p>7 The Seventies and Eighties Speakers: Jordan, Bush (Sr), Reagan, Cuomo , Ford, Carter, The Gulf War, Media Bias Documentary / Point of View Rebuttal Fahrenheit 911/ Farenhype 911 Rhetoric / Election Project</p>	<p>Peer Editing, Basic Punctuation, Spelling Critical Thinking and Comparison</p>
<p>8 The Turn of the Century / The War on Terrorism The Internet and Rhetoric Speakers: Clinton, Bush (Jr.) The New Rhetoric Inequality Matters Is America #1 Are We Scaring Ourselves to Death? Research Paper and Presentation</p>	<p>Propaganda, Finished Projects , Peer Evaluation, Metacognition Skills Critical Thinking</p>

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Theatre Arts Make-up SP 721

Course Description

This course will offer the student the opportunity to acquire the experience to learn and apply the fundamental principles of standard and character stage makeup. Knowledge of types of make up, creating makeup design for a specific character, and building prosthetic and hair pieces will be presented and practiced.

State Theater Standards/MPS Targets

- B.12.2 Continue to create characters through physical movement, adapting movement and making physical choices to fit the requirements of the scene
- B.12.4 Continue to create characters that are appropriate to the context of the scene, using facial expressions
- B.12.5 Continue to create characters (physically, verbally, and facially) from scripted scenes
- D.12.1 Reflect on and assess their own work and the work of others
- D.12.2 Continue to share their comments constructively and supportively within the group
- E.12.3 Analyze a play and determine appropriate setting, lighting, sound, costume, and make-up requirements
- E.12.4 Research and design at least one element of a play (sets, costumes, make-up, lights, and/or sound)

Course Objectives

By the end of this course students will:

- Become familiar with basic facial structure
- Develop technical proficiency in basic make-up concepts and application procedures
- Conceptualize and design make-up for a minimum of four different kinds of characters
- Design and create at least one prosthetic make-up piece
- Understand the use of make-up as part of a complete theatrical production

Course Evaluation/Assessments

- Students will develop a working knowledge of the various components of stage make-up
- Students will be able through practical applications on themselves and others show their knowledge of applying stage make-up
- Students will develop the skills of make-up design for a variety of characters
- Students will complete a make-up morgue and be able to use it in the design and analysis of characters
- Students will be able to create prosthetic hair and facial pieces

Suggested Activities

How to apply and create stage make-up

<http://www.thestage.co.uk/connect/howto/applymakeup.php>

Basic ideas and steps for applying stage make-up

<http://homepages.wmich.edu/~a4parker/basic.htm>

Basic ideas and steps for applying stage make-up, has individual pages for specifics such as highlighting, shadowing, etc.

<http://www.theatricalmakeup.org/>

More of a sight for purchasing stage make-up

<http://www.makeup-fx.com/>

A site by a real make-up artist

DRAFT

Introduction to Theatre
SP 841 = Semester 1 / SP 851 = Semester 2

COURSE DESCRIPTION

This course is a general overview of different eras and aspects of theatre. In semester one the students will be introduced to the history of early theatre, the cultural and societal aspects of theatre, and the different types of theater. (James Madison)

An introduction to the theories and practices of the theatre arts. Dramatic structure, dramatic literature critical writing, acting, directing, design, and some theatre history with all be touched on in an effort to introduce students to the fullest and variety of the art of theatre. (AAIHS)

Course Description

This course is a general overview of different eras and aspects of theatre especially as an art form. The students will be introduced to the history of early theatre, the cultural and societal aspects of theatre, and the different types of theater. The course will also include a general overview of the people and jobs involved in theater and what they do. They include the director, the actor, the playwright, and the various designers.

State Standards/Targets

A.12.1 Attend a live theatrical performance and be able to explain the personal meaning derived from the experience, and also be able to analyze, evaluate, and create meaning in a broader social and cultural context in either written or oral form

- articulate with increased understanding what they liked and didn't like and why
- explain what happened in the play and why they think the playwright made particular choices
- explain what happened in the play and why they think the director and actors made particular choices
- explain how the technical aspects of the play supported the choices of the playwright, director, and actors
- describe how the audience appeared to respond to the play
- explain the message of the play and its meaning to individuals and to society

A.12.2 Read a play and be able to analyze, evaluate, and create meaning in broader social and cultural context in either written or oral form

- articulate with increased understanding what they liked and didn't like and why
- explain what happened in the play and why they think the playwright made particular choices
- explain the message of the play and its meaning to individuals and to society

B.12.7 Articulate in written and oral form the character's wants, needs, and basic personality characteristics

C.12.1 Write a critical review of a live theatrical event, its effect on the audience, and its potential impact in a broader social and cultural context

C.12.2 Select a play or theatre-related event or individual and research the topic, gathering information from more than one source

C.12.3 Explain in writing the potential impact of a play on society and culture

D.12.1 Reflect on and assess their own work and the work of others

D.12.2 Continue to share their comments constructively and supportively within the group

D.12.3 Demonstrate increased understanding of strengths (what worked) and weaknesses (what didn't work) in character work and scenes presented in class

D.12.4 Demonstrate increased understanding of what they need to do to make their characters or scenes more believable and/or understandable

E.12.1 Create an original scene that includes the appropriate exposition, rising action, problem, conflict, crisis, and solution

E.12.2 Script their scene using proper script format

E.12.3 Analyze a play and determine appropriate setting, lighting, sound, costume, and make-up requirements

E.12.4 Research and design at least one element of a play (sets, costumes, make-up, lights, and/or sound)

E.12.5 Demonstrate in written or oral form, an increased understanding of the importance of one aspect of theatre management in the successful promotion of theatre production

E.12.7 Make decisions regarding the scene's visual elements (such as where doors are located or where the audience will sit)

E.12.8 Plan the blocking patterns of the dramatic presentation (placement and movement of actors within a scene) and guide the actors through their blocking

Course Objectives

By the end of this course the students will:

- Read and see plays effectively
- Write critically about performance
- Know the jobs of different types of theatre professionals
- Know an overview of theatre history
- Be aware of the role that theatre plays in contemporary culture
- Be aware of the ways theatre addresses the issues of gender, race, ethnicity, sexuality, and class
- Know theatre's relevance to widespread audiences
- Become a more informed, critical and frequent audience member and possible future theatre practitioner
- Develop an understanding of theatre as a collaborative art form
- Learn how to evaluate the artistic quality of a script of performance

- Explore global/cultural diversity through theatre

Course Evaluation/Assessment

- Students will be able to identify the characteristics of theatre that differentiate it from other art forms
- Students will be able to identify the functions of the various theatre personnel
- Students will be evaluated on their ability to identify specific terms relating to the study of theatre
- Students will be evaluated on being able to list and describe the parts of a play
- Students will be evaluated on their ability to write critiques on plays
- Students will be evaluated on their ability to show an appreciation for theatre as an art form and a reflection of society
- Students will be evaluated on their ability to discuss activities involving set design and construction, directing, acting and playwrighting

Suggested Activities

Research various types and eras of theatre

<http://www.elizabethan-era.org.uk/elizabethan-theatre.htm>

Elizabethan Theatre

<http://www.kabuki21.com/>

Kabuki Theatre

<http://academic.reed.edu/humanities/110tech/Theater.html>

Greek Theatre (includes a timeline)

<http://www.musicals101.com/erastage.htm>

Musical Theatre

Study various theatre related professions

<http://novaonline.nv.cc.va.us/eli/spd130et/director.htm>

Directing

<http://www.artsalive.ca/en/eth/design/>

Design and Production

http://www.abwag.com/how_to_act.htm

Acting

See and critique a live performance

<http://sites.sd43.bc.ca/secondary/terryfox/rochard/Document%20Library/1/Writing%20a%20critique%20of%20a%20play.doc>

Good sample outline of a how to write a critiqu

Theatre Technology SP 961

Course Description

In theatre technology students will focus on the backstage aspects of the theatre. They will be introduced to stage design, lighting, sound, costuming and the other areas that help a show come to life.

State Theater Standards/MPS Targets

A.12.1 Attend a live theatrical performance and be able to explain the personal meaning derived from the experience, and also be able to analyze, evaluate, and create meaning in a broader social and cultural context in either written or oral form

- articulate with increased understanding what they liked and didn't like and why
- explain what happened in the play and why they think the playwright made particular choices
- explain what happened in the play and why they think the director and actors made particular choices
- explain how the technical aspects of the play supported the choices of the playwright, director, and actors
- describe how the audience appeared to respond to the play
- explain the message of the play and its meaning to individuals and to society

C.12.2 Select a play or theatre-related event or individual and research the topic, gathering information from more than one source

D.12.1 Reflect on and assess their own work and the work of others

E.12.3 Analyze a play and determine appropriate setting, lighting, sound, costume, and make-up requirements

E.12.4 Research and design at least one element of a play (sets, costumes, make-up, lights, and/or sound)

E.12.5 Demonstrate in written or oral form, an increased understanding of the importance of one aspect of theatre management in the successful promotion of theatre production

E.12.6 Direct a scene for presentation

E.12.7 Make decisions regarding the scene's visual elements (such as where doors are located or where the audience will sit)

E.12.8 Plan the blocking patterns of the dramatic presentation (placement and movement of actors within a scene) and guide the actors through their blocking

E.12.9 Create a rehearsal schedule, planning and organizing all rehearsals and deadlines until the performance

Course Objectives

By the end of this course students will:

- Become familiar with the job descriptions of a director, light designer, sound designer, set designer, costume designer, and all other jobs related to the backstage production of a show.
- Acquire a working theater vocabulary related to the different production areas
- Be able to take a play and create a basic set design, block a scene, design make-up, etc. for the production.
- Be able to understand the basic ideas of the different backstage technological fields
- Become familiar with leaders in each of the backstage technological fields

Course Evaluation/Assessments

- Students will be able to observe productions and note using proper theater vocabulary the relevance of set, costume, lighting, or make-up design with respect to the story.
- Students will be able to explain the job of a director, light designer, sound designer, set designer, costume designer, and all other jobs related to the backstage production of a show.
- Students will be able to utilize their knowledge of technical theater to create a finished project around one of the areas.
- Students will be able to use their acquired skills to help produce a production.

Suggested Activities

1. The students will pick a particular technical theater field and research a leader in that area. They can either do a written, oral or combined presentation on that person.
2. The students will each create a project for a play of the teacher's choice dealing with a different area of theater technology.
3. The students will create a project for a play of their own choice.
4. The class will do a production with each member working by themselves or in teams to produce the show.

All the World's a Stage SP 981

COURSE DESCRIPTION

This course will focus on the work of William Shakespeare. Students will be introduced to the life of Shakespeare, as well as the Elizabethan times. They will study and discover the wonders of each of his types of plays: tragedy, comedy, history, romance, as well as his sonnets. (James Madison)

SP981

All The Worlds a Stage

Course Description

This course focuses on the works of William Shakespeare. Students will be introduced to the life of Shakespeare, as well as Elizabethan times. It is a careful study to discover the wonders of each of his types of plays; tragedy, comedy, history, romance; as well as his sonnets. This course should increase the student's appreciation of Shakespeare's plays and sonnets as texts to be read and performed. The plays are reviewed via a range of media: text, film, audio recording, and live performance.

State Theater Standards/MPS Targets

A.12.1 Attend a live theatrical performance and be able to explain the personal meaning derived from the experience, and also be able to analyze, evaluate, and create meaning in a broader social and cultural context in either written or oral form

- articulate with increased understanding what they liked and didn't like and why
- explain what happened in the play and why they think the playwright made particular choices
- explain what happened in the play and why they think the director and actors made particular choices
- explain how the technical aspects of the play supported the choices of the playwright, director, and actors
- describe how the audience appeared to respond to the play
- explain the message of the play and its meaning to individuals and to society

A.12.2 Read a play and be able to analyze, evaluate, and create meaning in broader social and cultural context in either written or oral form

- articulate with increased understanding what they liked and didn't like and why
- explain what happened in the play and why they think the playwright made particular choices
- explain the message of the play and its meaning to individuals and to society

C.12.1 Write a critical review of a live theatrical event, its effect on the audience, and its potential impact in a broader social and cultural context

C.12.2 Select a play or theatre-related event or individual and research the topic, gathering information from more than one source

C.12.3 Explain in writing the potential impact of a play on society and culture

MPS Language Arts

- B.12.2 Apply the writing process to create and critique writing composed in a variety of situations.
- C.12.3 Summarize and evaluate the validity and relevance of ideas, arguments, hypotheses and evidence presented in a discussion.
- D.12.1 Identify and analyze the history, origin and usage of English words and phrases.
- E.12.5 Evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work.

MPS Reading

- A.12.1c Evaluate and demonstrate a variety of comprehension strategies to comprehend texts and improve oral and silent reading performance when considering the context of a work.
- A.12.3a Identify and evaluate main ideas and key points from various perspectives concerning individual, community, national, and world issues; develop and articulate orally and in writing, defensible points of view reflected in fiction and nonfiction text.
- A.12.3b Identify and validate devices an author uses to influence the reader's understanding of human experiences; critique, compare, and debate the effectiveness of their use in varied genres.

Course Objectives

By the end of this course the students will:

- have read a variety of Shakespeare's plays and sonnets
- understand the concept of genre
- develop the ability to interpret and critique dramatic literature and complex ideas
- develop vocabulary of literary terms
- consider the ways Shakespeare's plays reflect contemporary English culture, especially the relationships between the sexes
- recognize, discuss, and write about universal themes in literature
- compare and contrast characters and plays
- become familiar with Elizabethan English
- demonstrate comprehension by paraphrasing or summarizing scenes and/or acts
- develop positive attitudes toward literature that has stood the test of time.

Course Evaluation/Assessments

- Students will be evaluated on their ability to identify Shakespeare and the style in which he wrote
- Students will be able to identify how Elizabethan England influenced Shakespeare and his writings
- Students will be evaluated on their ability to analyze Shakespeare's drama and what makes it unique
- Students will be evaluated on their ability to research a playwright and works through writing, oral presentation, or media presentation with proper citation
- Students will be evaluated on their ability to identify how Shakespeare influenced dramatic structure through time.

Suggested Activities

Choose from the works of Shakespeare at least one of each type of Shakespeare plays to read, dissect, analyze and enjoy. Suggested works: Tragedy-*Othello*, *King Lear*; Comedy-*Taming of the Shrew*, *Much Ado About Nothing*; History-*Richard III*, *Henry IV*
I would recommend staying away from the more traditional ones like *Hamlet*, *Macbeth*, *Romeo and Juliet*, *Midsummer Night's Dream* as they tend to be studied in British Authors, etc.

<http://www.folger.edu/template.cfm?cid=618>

The Folger Library site has extensive lesson plans for the study of Shakespeare

<http://www.pbs.org/shakespeare/educators/lessonplans.html>

The PBS site has some excellent lessons and background information

<http://www.cln.org/themes/shakespeare.html>

This is a pretty comprehensive site of areas on the web dealing with Shakespeare

<http://shakespeare.palomar.edu/educational.htm>

The name of the site is Shakespeare in Education, need I say more