

WHAT IS ENGLISH 12?

Getting from process to product...



BUILDING COMMUNITY

- Problem Solving
- Defining Roles/identifying expertise
- Tony Wagner's idea of "passion, play, and purpose"

PERSONAL STATEMENTS AND PRESUMES:

- Goal setting
- Exploring identity, intellectual capital, and experience
- Marketing one's personal characteristics and skills
- Rhetorical realities of the professional environment
- Offering/responding to feedback as an opportunity for personal development.

PROFESSIONAL SYMPOSIUM

- Channeling curiosity about careers, fields of study, and life
- An experience in appearing and communicating as a professional
- Gaining detail about our picture of the future as an adult

[TOPIC CONFERENCES]

- Determining a topic of study for senior project
- Focusing from broad to narrow
- Brainstorming ways in which to approach the topic in an innovative way
- Communicating with the teacher, who will pose questions, provide support, and clarify requirements

UWM LIBRARY FIELD TRIP

- What is research?
- Learning how to conduct research in a scholarly setting
- Gathering as much relevant data as possible, collecting bibliographical information, taking notes, making physical and digital copies
- Starting to define possibilities for an inquiry question

SKETCHBOOK

- A form of play where ideas begin
- Putting ideas into visual language
- Freedom to create

INDEPENDENT READING

- Setting personal standards for achievement
- Incorporating reading into daily routine
- Entering a social community of readers

BEOWULF

- Showing responsibility as a scholar, learning as an adult
- Building knowledge base about the English language and the foundations of the storytelling tradition
- Negotiating challenging text
- Understanding how stories reflect and shape culture
 - Utilizing a variety of strategies to process text, including annotation, academic discussion, and visual adaptation

- Learning how to network for mutual gain
- Collecting and reflecting on conversations, applying them in useful ways to current goals
- Bringing the local community into our process of learning
- Sparking ideas for the senior project.

THE THINGS THEY CARRIED

- Metafiction: how does literature help us process our own struggles?
- Deconstructing arguments and identifying viewpoints
- Examining how authors grapple with similar themes in different ways over time
- Considering the design of a text, how authorship and structure contribute to the craft of a compelling message

The **SEMESTER ONE EXAM** will include the submission of a proposal for an inquiry question and a defense/rationale for the related research plan, to be put into action at the outset of semester two.

RESEARCH WRITING

- Pulling information from a broad range of credible, current sources
- Contextualizing information
- Strengthening academic writing conventions
- Organizing and transitioning between ideas
- Considering audience and purpose
- Reframing research as a form of persuasive, thesis-driven writing
- Examining professional examples of expository text

SERVICE LEARNING

English 12 classes work together as a cohesive group to envision, plan, organize, promote, and carry out a contribution of service to the community.

CREATING THE PROJECT

- Formulating a written plan and documenting daily progress
- Conferencing regularly with teacher and peers about the process of discovery and design
- Gaining insight from guest speakers and mentors
- Participating in individual job shadows / field trips
- Conducting action research (observations, surveys, interviews)
- Utilizing workshop time to write, design, build, troubleshoot, and develop the finished product



COMMUNITY EVENT

A celebration!

- Chance for students to showcase, present, and share final project and research writing for an audience of peers, instructors, family, and community members.
- Students will process feedback, reflect on the experience, and collaborate on a written piece about their process of English education over the course of the year.

A THOUSAND SPENDID SUNS

- Identifying purposes for literature in our current society
- Viewing stories as impetus for social action
- Examining how literature portrays power relationships, addresses whose stories are told, and portray injustice / Articulating our own reactions
- Using fiction to prompt exploration and deepened understanding of historical fact
- Considering our role in a global community as processors and creators of text.

PLANNING THE PROJECT

- What product makes the most sense to reflect your research findings?
- What resources/skills do you need?
- What is your plan, including purpose, a series of goals, and a timeline?
- How will you present your product visually?

PRESENTATION SKILLS and METHODS

- Demonstrating public speaking skills
- Utilizing visual media/technology
- Building effective websites
- Revisiting personal branding and self-marketing

FILM STUDY

- Understanding conventions of film as a text
- Analyzing the medium of film and its influence in today's society

WHY IS ENGLISH 12 DESIGNED THIS WAY?

English 12 is a rigorous, project-based language arts course that is designed to help students **gain academic independence**. Students will learn to **navigate texts** with expertise. They will **interact with concepts** as a dynamic literary **community**. Students will also become **creators and evaluators of their own texts** in order to **persuade, inform, express, and reflect**. By the end of the year, students will show competence in **using the ideas of others to inform their own**, in order to become **proficient, self-directed communicators** who are capable of **conceptualizing, exploring, and implementing original ideas**.

REAL LIFE SKILLS—CAN YOU DO THESE THINGS?

- Be innovative
- Meet deadlines
- Solve problems
- Cater work to specific expectations/criteria
- Collaborate
- Work responsibly and professionally
- Market yourself effectively
- Communicate well
- Present yourself and your work to an audience
- Find answers to your questions
- Find support and self-advocate

WHAT IS THE SENIOR PROJECT?

It is what you make it to be.

It starts with exploring our interests and consulting experts...

...which leads us to form inquiry questions and conduct research in pursuit of answers.

We sort through information, and (as we learn) put it in context.

We write about it, and create an argument in order to inspire others to action or further study.

The final part of that process is the presentation of your **senior project**—an individual project that each student will plan and design in order to showcase what he or she learned, and the new expertise that was gained during the year.