

*Debate 1 & 2*

Jade Foster, Classroom 2b

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The Literary Media and Communications Department's (LMC) goal is singular, to train its student in the different strands of communication (written, verbal and new media), considering how this translates to the marketplace. This department necessitates interdisciplinarity, including, but not limited to LMC, Theater, Museum Studies, Visual Arts, and TDP (recording studio). Our aim is to dismantle the sometimes self-indulgent, and strictly cathartic workshop model of writing and leave in its place a department that imparts to its students the notion that they are writing to work, rather than just writing to write.

Students will learn fundamentals of literary critique, research, and argument through reading and exercises. Students will deconstruct texts as they relate to their communities and lifestyles. Students will develop oratory skills, stage presence and confidence through circle up discussions, debates and singular presentations. In preparation for their 3<sup>rd</sup> year, writing for research and marketing, class will include open mic responsibilities and participation requirements.

### Standards Met

- Discussion
- Questioning, Listening, and Contributing
- Vocabulary Development
- Expository, Document and Procedural Text, Argument and Persuasive Text
- Connections
- Fiction, Literary Nonfiction
- Style and Literature
- Traditional Narrative
- Expository Writing (W-E)
- Imaginative/Narrative Writing
- Revision

### Titles

*The Hundred Penny Box*, E. Greenfield

*Honey I Love*, E. Greenfield

*Autobiography of A Family Photo*, J. Woodson

*I remember*, Joe Brainard

*And the People Could Fly*,

*Arabian Nights*, Richard Burton (excerpt)

*The Known World*, E. Jones

*The Third Life of Grange Copeland*, Alice Walker

*Push*, Sapphire

*Selected Poems*

*Mama Day*, Gloria Naylor

*Sassafras, Indigo and Cypress*, N. Shange  
*Short Essay*, O. Butler

### Class Project (LMC Project)

*Blog Book Reviews/ Notes*  
*35<sup>th</sup> & R BroadSides*

### Grading Scale

*All writing assignments must be turned in typed, 12pt Times New Roman, and double spaced. Name, date and course/assignment in upper right hand corner (preferably the header). Title, then piece. Example disbursed.*

Class Participation- 25%  
Book Club Discussion- 25%  
Homework- 20%  
Open Mic Attendance and Support- 15%  
Final Presentations- 15%

### Class Format

Weekly Homework- *Read&Respond*, read poems Fridays, bring in typed response paper Mondays.

Warm Up- *Read and Reap*, Students will read poem or selected piece and be asked to highlight their favorite line, part, feature. Continue discussion

*35<sup>th</sup> Book Club*- Students are divided into three teams, each to come up with a name and meeting time outside of class. Each month, class reads a different book. Each week, a different group leads the discussion. Initially groups will be given the same critique essay, later they will be given individual ones to offer something new to group.

### Syllabus

#### **FALL—August-January— Culture, Commentary & Research**

*Bucket List Discussion*- Youth will verbally articulate their opinions on culture, media, and current events through targeted questions.

*Questions II*- More in depth version of original. By now youth are expected to ask questions in response to last question asked. And now asked, to answer selected question.

*Hip Hop Appreciation Month*- (December). Youth will develop new opinions on the power of music through a second look at hip- hop. They will do role-play exercise to discover the roles of artist, publisher, marketing, and more. They will deconstruct lyrics and media forums. They will watch engaging documentary on South African women in hip-hop, ? This month is a preparation of senior year's more in depth songwriting workshop, discover the allowances between a rapper and a poet.

*BigWord LittlePoem*- Language consistency.

*Freewrites*

*The Writing's On The Wall*- Broadsides. Development, marketing, budgeting, research.

*Verblast*- Youth are asked to find synonyms for given verb.

### **SPRING—February- June—Argument, Performance Basics, & Debate**

*Required Recitations.* Each advisory youth are responsible for memorizing one passage of literature. “See what you can do?” from *Song of Solomon*. “Corinthians 13,” from *The Old Testament*.

*Conductor (icebreaker)*- Have intended text for group to sing on cut out cards. Assemble class like a choir, all facing one way. Each student receives one card from pack. Be sure at least one card has the entire line. Have youth each read their card aloud, one at a time. Then all at once. Left side. Right side. Call out the students by name, or point. Have fun with sound.

*Rite*- Have fun with sound and usage of page.

*The Writing's On The Wall 2*- Print and distribution.

*Rite*- Definition poem. *Daddy*, Harryette Mullen

*“In the Writer's Studio” (March)* Through this assignment youth are challenged in research, poise and presentation. Young people will be graded as the interviewer as well as guest poet, fashioned after *“In the Actor's Studio.”*