

## ENGLISH ELA ELECTIVES

### **CREATIVE WRITING (Semester)**

#### **Grade 9-12**

Creative Writing is a course designed to allow motivated students to try their hands at various non-scholarly types of writing--essentially stories, poetry, journals, and personal essays. It is designed for students who enjoy writing and who would like to receive constructive criticism of their efforts. With teacher recommendation, students may take additional semesters of Creative Writing or apply for the *Muse* staff.

### **LITERARY MAGAZINE - *Muse* Staff (Year)**

#### **Grade 10-12**

#### **Requirement: Teacher Recommendation**

Literary Magazine is a course that focuses on writing, recognizing, and publishing quality creative writing. The first semester is devoted to personal creative writing and the critiquing of these works while simultaneously soliciting, evaluating, and publishing works by other MBHS writers for the literary magazine the *Muse*. Applications for each school year are available during the spring semester from the advisor.

### **PUBLIC SPEAKING (Semester)**

#### **Grade 10-12**

Public Speaking builds a foundation in the basic principles of communication theory and practice with an emphasis on writing and speaking for the mass media. Students will participate in a variety of communication experiences such as formal speeches, debates, interviews, and group discussions.

### **INTRODUCTION TO ORAL INTERPRETATION (Semester)**

#### **Grade 10-12**

In this semester long class, students will practice and present short performance pieces cut from published works as well as write their own short pieces. This process will allow them to develop effective vocal control of rate, inflection, pitch, volume, quality, and articulation as well as learn to use gestures, vocal control and body language to express attitudes, ideas and emotion to reduce communication apprehension in a fun, informal setting. This is an entry level, performance-based class; no prior theatre experience is required; however, all levels of experience are encouraged. Students will learn how to cut and perform the following types of interpretations: original oratory, after-dinner speaking, international and domestic extemporaneous speaking, duo interpretation, humorous interpretation, dramatic interpretation, prose/ poetry interpretation, and impromptu speaking.

### **DEBATE/FORENSICS (Year)**

#### **Grade 9-12**

#### **Requirement: Good Academic Standing and Teacher Approval**

**Policy Debate** focused on the advocacy of a plan or policy action and is intended to develop students' logical reasoning, critical thinking, processing speed, verbal acuity, reading level, writing level, broad knowledge of current events, politics, and philosophy, and practice of sound research procedures. Debaters work in pairs (teams) to address the school year's topic, either from the affirmative side (to propose a plan to solve a problem with the topic), or the negative side (to prove how the affirmative's plan is Tournament participation is not required but strongly recommended and does involve costs.

**Public Forum Debate** is audience (general public) friendly debate and is intended to develop students' logical reasoning, critical thinking, processing speed, verbal acuity, reading level, writing level, broad knowledge of current events, politics, and philosophy, and practice of sound research procedures. Two pairs (teams) debate monthly controversial topics ripped from newspaper headlines. Rounds begin with a coin toss between the competing teams to determine side and order (Pro-Con or Con-Pro). Public Forum tests skills in argumentation, cross-examination, and refutation. Tournament participation is not required but strongly recommended and does involve costs.

**Lincoln Douglas Debate** centers on a proposition of value, which concerns itself with what ought to be instead of what is. A value is an ideal held by individuals, societies, governments, etc. One debater upholds each side of the resolution from a value perspective. The debates focus on logical reasoning to support a general principle. Topics change every two months and are intended to develop students' logical reasoning, critical thinking, processing speed, verbal acuity, reading level, writing level, broad knowledge of current events, politics, philosophy, and practice of sound research procedures. Tournaments are over several days in length and often involve travel across the country. Tournament participation is not required but strongly recommended and does involve costs.

### **JOURNALISM – News Magazine & Website (Year)**

#### **Grade 10-12**

Journalism is designed to teach fundamental skills in both print and broadcast journalism with an emphasis on journalistic writing. The course will also introduce students to elements of technology necessary for the production of a print news magazine and website maintenance and publication. Students will learn different ways of composing nonfiction, informational writing as well as learn or expand skills in interviewing, photography, and design.

### **JOURNALISM/YEARBOOK JH (Semester)**

#### **Grade 9**

This course is designed for highly-motivated and independent students to complete and publish a yearbook. This includes selling advertisements, planning the yearbook, designing pages, copy writing, and editing. *Successful completion of this course earns .5 credit towards the electives requirements for graduation.*

**OLYMPIAN Yearbook Staff (Year)**

**Grade 10-12**

**Requirement: Application and Selection**

The Olympian Staff is the opportunity for practical experience in yearbook planning and production. This course is for staff members of the school yearbook only. Staff members are chosen in the spring according to these requirements: 1) Submission of a letter of intent, 2) Attendance at a mandatory informational meeting, 3) Submission of written responses to questions and lay/out design problems, 4) Interview by sponsors and editors, and 5) Final selection by the sponsors and editors. The staff meets during 7<sup>th</sup> period and is awarded elective credit.

**WOMEN'S STUDIES IN LITERATURE (Year)**

**Grade 10-12**

Women's Literature is an academic elective open to junior and senior students. Students analyze women's roles both historically and culturally through the works of women writers. A biographical perspective of the female authors and consideration of the period in which they wrote will provide the basis for an examination of female stereotypes promoted by popular culture. The course will include in-class reading of a variety of novellas, short stories, poems, nonfiction articles, and drama, supplemented by an extensive audio-visual collection. The fall semester will cover an overview of cultural attitudes toward women, the history of the women's movement in this country, and literature reflecting the theme of the young woman resisting a patriarchal society. The spring semester will continue with a study of issues surrounding women's multiple roles, the theme of the mature woman in a patriarchal marriage, and views of society toward the aging woman.

**READING (Semester)**

**Grade 9-12**

Reading is an elective open to students in all three grade levels. The course is designed to enhance students' reading comprehension, speed, and vocabulary through a variety of texts. Students will have personal reading time each week.

**THE BIBLE AS LITERATURE (Semester)**

**Grade 11-12**

Academic knowledge of the Bible is a valuable intellectual asset that can help in understanding human nature, the language of self-expression and metaphor, a mirror to hold up to culture, and also provide stories to stimulate the imagination. The Bible as Literature is a single semester course focused on the most influential works of the Bible and their place in history, literature, and culture. The goal is not simply to study the Bible as literature, but to understand the Bible's unparalleled influence on the whole Western tradition. Students engage in close reading and critical analysis mostly in class with some occasional short reading assignments as homework if needed for works too long to complete in the class time. At the end of each chapter, students will engage in discussion, exploration of historical background, and relevant music, art, and literature connections. At the end of each unit, students will have short projects to complete as their assessments. The class is designed as a dialogue course, not a lecture course. The course does not ignore that the Bible is sacred to many people, but the course presents Biblical material

academically, without prejudice to a particular view, canon, or doctrine and treats the Biblical material as literature in itself as well as its influence in literature as the primary objective to be understood.

**RECOMMENDED PREREQUISITES** There are no prerequisite courses for The Bible as Literature. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.