

## European Modernisms Class Plan: Thursday, January 22

**HOMEWORK:** Reading, viewing, note-taking

A) Reading: Students should print, read, and take notes on:

- 1) “Predatory Reading” handout, BB (NB: Send them and email)
- 2) *The Craft of Research* pp. 1-34

**LEARNING GOALS:** By the end of Thursday’s class, students should be able to:

- A) Explain what “predatory reading” is and how to do it (see Handout)
- B) Understand the classroom processes for this course (see Syllabus) (NB print copies)
- C) Appreciate the importance of audience in selecting and using style (see *The Craft of Research* pp. 16-27)
- D) Articulate what style means across multiple contexts (fashion, art, etc.)

**IN-CLASS ACTIVITIES:**

A) Lesson Warm-up: “What is style?” 20 minutes

Teacher: “Our first activity will get you thinking about style in terms of 1) what elements make up style in the context of fashion, and 2) how style sends a message, and 3) how that message affects the audience. In groups of 4, consider the following pictures.”

(Have students pass around images while you write on the board.)

Questions for the board:

1) Do you prefer one style over another? 2) Why? 3) What makes for good style?

“Discuss the first two, and then write down a list to fit the third. You have 7 minutes to chat, then 3 minutes to put the principles up on the board.”

(Students chat, then write on board.)

“Okay, so now we have all these principles of good style in the context of fashion. Let’s

pick ---principle from board---. Half of you (divide class down the middle) will write on how principle is the same in writing, the other on how it differs. You have 5 minutes.

(Students write.)

Now, compare and contrast with a friend for 5 minutes.

(Students chat.)

B) Lecture: “Syllabus Explanation,” 25 minutes

Lecture and take questions. I realize how boring this is. I apologize.

C) Group Work: “Student as Teacher,” 25 minutes

Part A: Discussion and Preparation - The teacher will split the class into groups of 3, noting that each member of the group must participate at every stage of the activity, including brainstorming, board designing, presenting, and activity facilitating. Each group will receive a short section of either “Predatory Reading” or “The Craft of Research” to teach to the class. This gives the groups 5 minutes to get organized and re-read the passage, 5 minutes to brainstorm on the important concepts to teach, 2 minutes to design their section of the blackboard, and 2 minutes to either a) plan 2 questions to ask the class.

Part B: Presentation and Discussion - Each group will deliver their presentation to the class, and elicit discussion. Teacher will encourage students to take notes on the presentations so that students can ask questions of their ‘teachers’ at the end of each presentation.

D) Lesson Wrap-up: “Reflections,” 5 minutes

On a blank sheet of notebook paper, students will reflect on what they considered to be the most 1) surprising and 2) important ideas from the day, as well as 3) any questions that they would like to explore further. The teacher will collect these papers to read and to discuss them with the class in the next lesson.