

**FINAL PAPER/PROJECT:
CREATE A TEACHING UNIT**

Due Date: Final draft due TBA (approx one week after class ends)

Length: 15-25 pages of material

Format: Double spaced essay, normal margins, page numbers, 12 point Times font
Create a header with your name and page #s. Give me a title on the first page.
Citations: cite page numbers parenthetically within your writing

Goal: **Create a “dream” unit for a literature course!**
This unit should have a clearly articulated focusing theme/concept/formal element. You are giving me a “self-contained” unit, including an overview of and set of materials for the unit (almost like an instructor’s manual, but focusing on you as a teacher and using a more intellectual/meditative style). Throughout this, I want the emphasis to be on the literary ideas you want to “push” and how **your teaching is working in service of the literature.**

Assignment: You will be creating a dream unit for a dream literature course! You decide:
1) the audience
2) the time length of the unit
3) the texts covered (enough for a unit! 1-3 novels? 12 poems+story?)
4) the focus

You will be explaining your unit through the following pieces:

1) **an informal essay (approx 8 pages):**

- explain the overarching logic and goals of the unit
- explain (generally!) the text selection and “balance” you’re aiming for
- tell me (generally!) the overarching the ideas/issues you want to raise for your texts, including any theme, formal, historical, cultural, skills, etc. issues
- tell me (generally!) how you will address both literary form and content
- tell me how you are thinking about sequencing and juxtaposition
- tell me how cultural context might be helping you generate ideas: you must reference *one historical “issue”* in your essay
- tell me how literary criticism/theory might be helping you generate ideas: you must cite/use *one critical essay* in this essay
- tell me how the exercises might enact (act out) literary ideas

2) **a goals list:**

- create a one-page list that highlights the literature/content goals and the teaching/pedagogy goals of the course; make the student learning

goals clear; use the weekly “show and tell” handouts as a model

- this is a schematic overview/summary of what you have explained in a more reflective way in your essay.

2) a syllabus:

- give me a mini-syllabus that lists the texts (page #s) and assignments in order, showing me how you can break readings, etc. down into real time
- follow a real calendar.

3) a series of sample (best!) classroom exercises:

- create short exercise descriptions that explain, in step-by-step detail, exactly what you will be doing in class
- if you would use a class handout, include it here!
- if the exercise demands unique materials, try to include the materials here (ex: overhead transparency)
- make the descriptions of the exercises detailed (like a recipe or instructions), do I can see it happening!
- you can selectively emphasize certain exercises as worthy of description/detail (and quickly list the repetitive or more traditional exercises)—do this if your project is getting too long!

4) a culminating assignment(s):

- explain the final written, performed, or project-type assignment
- include the actual assignment sheet

5) any outside materials or experiences:

- explain and try to include any outside materials (ex: a critical essay, a literary definition, an image)
- feel free to add a “if possible” element to this: getting student to see a real play, going to a museum, having a guest speaker, etc.

Final Class:

Come prepared to share ideas! Come with a one sheet INFORMAL, FUN poster that overviews ideas from the Final Project (that is “in process” and might change!!).

- We will have a loose roundtable discussion.
- We will have food and drink!
- Each person will share their project’s central ideas/goals.
- Your poster should list key literary texts.
- Your poster should explain your key goals.
- Your poster could explain your most exciting or innovative exercise or idea.