**Technology and the Curriculum** – EDUC5303G

**Due:** April 8, 2013

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**Assignment 2**: **Technology Integration in ENG4U**

**Objective**

This project will investigate one unit activity from a prescribed unit from an online grade 12 university preparation summer school course (ENG4U). The course is completed in 4 weeks entirely online with no synchronous or in-person interaction. Using Learning Theories and 21st century criteria, specifically Learning and Innovation Skills, and Information, Media, and Technology Skills, this report will outline improvements to the activity that will better integrate technology, accommodate the 21st century learner, and meet curriculum expectations, though I have also included some “redesign“ options that would be more effective**.**

**Assignment Rationale**

I have chosen a unit that I myself am obligated to use and teach each July. Due to my position as a teacher (and not a course designer, or lead teacher) I can only work within the confines of the unit to better integrate technology in the course. I think this fact makes this assignment more valuable because as a k-12 teacher it is a rare to have freedom over course design and expectations. In my experience, there are always other classes and teacher to consider, along with curriculum, principal, parent and student expectations, which are usually relatively inflexible. Completing this assignment in the format I have chosen will allow me to present it as a whole to my colleagues for use this summer because it maintains the integrity of the course assignment but offers creative alternatives that are use technology more effectively to better accommodate the 21st century learner.

Brief outline of tools available in school board LMS:

* Dropbox – instructor sets up specific assignment links where students upload work. Allows instructor to view time and date of submission, give feedback (in dropbox or attach a document for download). Can choose to view all dropbox assignments by one student, or one assignment by all students. Instructor can “lock” links so that late assignments cannot be submitted.
* Newsfeed – the first page students see when they log in, can be navigated to in one click from any page in the course. Instructor posts daily updates for the entire class usually outlining and linking to daily content and assignments as well as to specific dropbox pages or chatrooms as required. Can post documents and external links, videos etc.
* Chatrooms – Instructor can post discussion topics and instructions that all students can view. Timers can be set to open and close chats for certain lengths of time as required. Participants can respond to other posts creating threaded discussions, or post new responses.
* Email – internal email is used as the sole means of private communication between instructor and students throughout the course (barring phone calls to parent of students under eighteen about late assignment or failing marks guidelines). Works like any email, attach documents, spend individual or group email, CC, BCC etc.

**Unit 3: Values and Worldviews – Hamlet Activity 4: Dramatic Irony**

A copy of the activity as it appears in the school board learning management system (LMS) is included at the end of this document. I left links within the document highlighted though they won’t work if you click on them without having logged into the LMS. This is to illustrate the current method of movement through the course and access to necessary documents and information. When students select a unit and activity, they would view each component by linking to a separate page (i.e. overview, expectations, content, assignment, and rubric). For convenience I have copied the entire activity unto one document.

I will outline briefly the activity as it currently exists:

**Unit 3:** Values and Worldviews – *Hamlet* **Activity 4:** Dramatic Irony

* Students have already read Act 1 and 2 of Hamlet
* List of curriculum expectations, including some that are not relevant such as oral communication
* Brief introduction paragraph about Irony
* Written content about dramatic Irony provided on the content page
* Complete “They thought…but” dramatic irony chart (download the RTF), not for submission
* Read and consider provided questions on content page, not for submission
* Complete Chart Outlining Incidents of Dramatic Irony (download the RTF), submit to Dropbox
* Complete a one page Critical Analysis (link to brief description of required elements), submit to Dropbox
* General Rubric for “Essay Matrix” provided and used for assessment

**Unit 3: Updated**

I have reorganized the activity here using Linoit. I chose this tool because it does not require an account and users can interact with the pin board. For the purpose of this assignment it allows me to post information in a similar way to the LMS. This tool is user friendly and supports video, document upload, links etc. Linoit could be used this way during the course (the link could be provided in the Newsfeed of the LMS), or features of the LMS could be used to support the activities, but they would be spread over the afore mentioned LMS features (i.e. questions could be answered and posted in the chat, videos and links could be posted in Content or Newsfeed). I think Linoit is fun and interactive, and much more visual. If there was a board for each activity in a unit it might make organization easier for students because they could complete a board and move on to the next rather than completing one step or assignment in different part of the LMS.

New Lesson: <http://linoit.com/users/lizzybee20/canvases/ENG4U%20Unit%203>

**Technology and Curriculum Rationale**

|  |  |  |
| --- | --- | --- |
| **Original Activity** | **Improvements/Technology Implementation** | **Justification** |
| Read content about dramatic Irony provided on the content page | Read/watch/explore content | * More learning styles and preferences are addressed (i.e. some students prefer videos, some would rather listen, or read) * Different types of examples allow for more exploratory learning – i.e. a video that demonstrates an example of dramatic irony vs. reading a definition. * Students are given a choice (adult learning principle, customization) * Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions * Access information efficiently (time) and effectively (sources) * Evaluate information critically and competently * Manage the flow of information from a wide variety of sources |
| **Curriculum Expectations**  **1.2** select and use the most appropriate active listening strategies when participating in a wide range of situations; **1.3** select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including complex and challenging texts;  **1.2** select and use, with increasing facility, the most appropriate reading comprehension strategies to understand texts, including complex and challenging texts; | |
| Complete “They thought…but” dramatic irony chart | Complete the chart and share, give feedback to one classmate | * Encourages peer evaluation and collaboration * Lends accountability – students are more likely to complete work and do it well when they know it will be shared with their peers * Elaboration theory – simplest versions of task are presented first, build in complexity to develop meaningful context * The cognitive information-processing approach - assignments are organized to build logically and chronologically so students prepare for the final task * Scaffolding and Procedural memory - students complete “layered” assignments that repeat the use of essential skills, which also allows students to meet increasingly difficult tasks that require increasingly complex knowledge and skills and to help students move to a higher level of achievement. |
| **Curriculum Expectations**  **2.1** identify a variety of characteristics of literary, informational, and graphic text forms and demonstrate insight into the way they help communicate meaning; **2.2** identify a variety of text features and demonstrate insight into the way they communicate meaning; **2.3** identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts; **1.2** generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate; | |
| Read and consider the questions | Answer or ask a question and share | * Students are given a choice (adult learning principle, customization) * Students collaborate and interact. (Conversation Theory ) * Partnering – students use technology, research, find, and share information, thoughts and opinions. (modelled in the first activity) |
| **Curriculum Expectations**  **1.5** extend understanding of texts, including complex and challenging texts, by making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them;  **1.6** analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements; | |
| Complete Chart Outlining Incidents of Dramatic Irony, submit for assessment | Complete Chart Outlining Incidents of Dramatic Irony, submit for assessment. Choose method of presentation to best demonstrate thought process. | * Students are given a choice (adult learning principle, customization) * Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation * Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts * Use information accurately and creatively for the issue or problem at hand * Understand and utilize the most appropriate media creation tools, characteristics and conventions |
| **Curriculum Expectations**  **1.7** analyse oral texts, including complex and challenging texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener’s/viewer’s response | |
| Choose one example from the chart and write a Critical Analysis | Choose one example from the chart and choose an option to complete the critical analysis | * Entire activity follows primary presentation forms of component display theory: rules (content and definition), examples (videos and chart), recall (questions and answers) and practice (charts). And Criterion Referenced Instruction (CRI). * Elaborate, refine, analyse and evaluate their own ideas in order to improve and maximize creative efforts (21st Century Criteria) * Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work. * Analyse how parts of a whole interact with each other to produce overall outcomes in complex systems. * *Make Judgments and Decisions (*Effectively analyse and evaluate evidence, arguments, claims and beliefs; Analyse and evaluate major alternative points of view; Synthesize and make connections between information and arguments; Interpret information and draw conclusions based on the best analysis; Reflect critically on learning experiences and processes) * Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) * Understand and utilize the most appropriate media creation tools, characteristics and conventions * Students are given a choice (adult learning principle, customization) * Use technology as a tool to research, organize, evaluate and communicate information * Aptitude Treatment Interaction theory - highly structured environments are more successful with students of lower ability while low structure environments may result in better learning for high ability students (Santrock 2007). Adding a less structured option or another “pathway” would accommodate more creative students and encourage dynamic growth for students.   **\*\*\*An updated version of the final assignment including assessment is posted on the wiki following this document.** |
| **Curriculum Expectations**  **1.5** develop and explain interpretations of oral texts, including complex and challenging texts, using evidence from the text and the oral and visual cues used in it insightfully to support their interpretations  **1.3** identify the most important ideas and supporting details in texts, including complex and challenging texts; **1.5** extend understanding of texts, including complex and challenging texts, by making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them;  **1.6** analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements;  **2.2** identify a variety of text features and demonstrate insight into the way they communicate meaning; **2.3** identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts; **1.2** generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate | |

**Potential Issues and Solutions**

* Introducing tools outside of the LMS can be complicated; instructor should not be required to spend time trouble shooting or tutoring students on how to use additional tools, or spend a large amount of time creating their own resources (as they will not be the same as other course sections which might cause issues of consistency). We already spend a lot of time addressing questions about how to use the LMS, for this reason assignments should all include an option to complete as originally designed for students less familiar with technology or prefer this type of assignment (usually a chart or paper typed in a word processor and uploaded to Dropbox). Any approved changes to the activity should be available to each section instructor. Resources should be created as a team, or given to all instructors by the coordinator/lead teacher.
* Supporting larger files in Dropbox. Last summer another course had an assignment that required video uploads to dropbox but files were too large and students had to submit through email. There are alternate ways to submit larger assignments that would be outlined prior to submission, like submitting a link to a video posted on youtube or screencast in dropbox would still provide a time and date stamp (as well you can usually see when videos were last edited using these sites), or assignment could be emailed and a note left in dropbox informing the instructor. Written work submitted to dropbox could link to external content. A course wiki could be set up for this reason.

**Alternative Routes**

As I have mentioned, due to the nature of the course there is little opportunity to completely reorganize the assignment to better integrate technology as the course is currently organized. However, I wanted to include some options that could be used if the situation was different.

**Video/Flipped Classroom/Oral learning**

To better address the curriculum expectations for oral language the course could incorporate more videos and original instructor content as well as video or audio responses by students based on need. During an In-class course I would spend time giving examples and explaining, asking questions, and facilitating small group activities (i.e. group quote analysis, text scavenger hunts) providing many oral speaking and listening opportunities, but the social component is limited in the asynchronous online environment. Online and in class I would provide extra resources and help to student struggling with a particular subject or assignment. However, responding to emails and discussion posts is not the same as having a discussion in person. I have noticed that many people record their own video responses to other videos on You Tube. This might be a more exciting way for students to interact with each other and the instructor. In a quasi-flipped classroom, for some activities the instructor could include a mini video lesson and students could record and post brief video responses to questions posed in the video. This would provide more oral assessment opportunities, especially for these curriculum expectations:

**1.9** evaluate the effectiveness of a wide variety of presentation strategies used in oral texts, including complex and challenging texts, and suggest other strategies that could be used effectively.**2.1** communicate orally for a wide range of purposes, using language effective for the intended audience;  
**2.2** demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences;  
**2.3** communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience;  
**2.4** use the most appropriate words, phrases, and terminology, and a variety of stylistic devices, to communicate their meaning in a compelling way and to engage their intended audience;  
**2.5** identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them effectively and with sensitivity to audience needs and cultural differences;

**Partnering**

The course as a whole is based on lecture style pedagogy in which the content is given to students for them to absorb and “learn”. Essentially there is no experiential or problem based aspect for content delivery, rather, knowledge application is the main assessment component. A complete reorganization with a partnering approach could dramatically change the experience of the course for students. If the objective of the activity is that students learn about dramatic irony, the assignment could begin with close reading and questions meant to help students identify and categorize strategies used in the text (rather than first reading a definition of dramatic irony and then setting out to find examples). The instructor could help students first identify their feelings about a sample situation, and then, working backward, help them discover what it is about the text that makes them feel that way. Because students are already participating in online learning, they have a large amount of resources available to them for independent researching and sharing.

**Digital Storytelling**

Storytelling is a pedagogical tool that can be used innovatively in online learning and would fit well in a course of this nature. Digital storytelling takes advantage of available audio and video capture technology and editing software to allow students to learn through stories, for example by Robert Schank’s story centered curriculum, or “apprenticeship-style” learning experience (2007). This type of instruction can encourage innovation and creativity by modeling creativity as well as innovative technology use. Movement Oriented Design is a framework that provides a “systematic process to develop an e-learning story starting with just a topic, or an idea” (Sharda 2010). Using this approach for a few significant activities in the course would impact learning in a powerful way, or, digital storytelling might be part of the “flipped” element of the classroom: digital stories could be viewed for content delivery throughout the course, creating a course-long digital story that would make the course more engaging by addressing the needs of the 20th century learner and learning styles.

**Conclusion**

I have used Linot to create a simple alternative to the current activity design from the LSM for one activity in my ENG4U online course. Though the changes are not drastic I believe they make a difference by better incorporating technology into the curriculum and meeting the needs of learners. The actual development of the suggested alternatives is beyond the scope of this assignment. As I would not be able to use them in the course without significant redesign and approval, I have chosen to describe them rather than create them. I believe that if the simple changes were accepted and implemented, their success would allow for further re-examination of the course design and result in even better integration, moving toward new and innovative online technology pedagogy.

Videos:

PowerPoint Outline <http://screencast.com/t/5BztSSdvrf>

Linoit walkthrough <http://screencast.com/t/bX20ubEh>

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# Unit 3: Values and Worldviews - Hamlet

## Activity 4: Dramatic Irony

### Overview

More irony than we think! Hamlet’s coming of age! What about Ophelia & other incongruencies? How do they work, why are they there? Dramatic irony relates to inference.

In this activity you will apply the knowledge you gain from web-quest, research etc. to write a critical analysis of how Shakespeare uses Dramatic Irony in one incident that perpetrates plot or enhances theme in Hamlet.

**Specific Expectations:**

**1.1** identify the purpose of a wide range of listening tasks and set goals for specific tasks;  
**1.2** select and use the most appropriate active listening strategies when participating in a wide range of situations;  
**1.3** select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including complex and challenging texts;  
**1.4** identify the important information and ideas in oral texts, including complex and challenging texts, in a variety of ways;  
**1.5** develop and explain interpretations of oral texts, including complex and challenging texts, using evidence from the text and the oral and visual cues used in it insightfully to support their interpretations;  
**1.6** extend understanding of oral texts, including complex and challenging texts, by making insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them;  
**1.7** analyse oral texts, including complex and challenging texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener’s/viewer’s response;  
**1.8** identify and analyse in detail the perspectives and/or biases evident in oral texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power;  
**1.9** evaluate the effectiveness of a wide variety of presentation strategies used in oral texts, including complex and challenging texts, and suggest other strategies that could be used effectively.**2.1** communicate orally for a wide range of purposes, using language effective for the intended audience;  
**2.2** demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences;  
**2.3** communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience;  
**2.4** use the most appropriate words, phrases, and terminology, and a variety of stylistic devices, to communicate their meaning in a compelling way and to engage their intended audience;  
**2.5** identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them effectively and with sensitivity to audience needs and cultural differences;  
**3.2** identify a range of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills;  
**1.2** select and use, with increasing facility, the most appropriate reading comprehension strategies to understand texts, including complex and challenging texts;  
**1.3** identify the most important ideas and supporting details in texts, including complex and challenging texts;  
**1.5** extend understanding of texts, including complex and challenging texts, by making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them;   
**1.6** analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements;  
**1.8** identify and analyse the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power;

**2.1** identify a variety of characteristics of literary, informational, and graphic text forms and demonstrate insight into the way they help communicate meaning;  
**2.2** identify a variety of text features and demonstrate insight into the way they communicate meaning;  
**2.3** identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts;  
**1.2** generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate;  
**1.3** locate and select information to fully and effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate;  
**1.4** identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing;  
**2.5** explain, with increasing insight, how their own beliefs, values, and experiences are revealed in their writing.

**Catholic Graduate Expectations:**

**CGE2b** reads, understands and uses written materials effectively;   
**CGE2c** presents information and ideas clearly and honestly and with sensitivity to others;   
**CGE3e** Adopts a holistic approach to life by integrating learning from various subject areas and experience;  
**CGE5b** thinks critically about the meaning and purpose of work;  
**CGE5e** respects the rights, responsibilities and contributions of self and others.

**Content**

Acts I and II set up the primary conflicts of the play. Dramatic irony becomes a pivot point for the audience’s engagement in the play. All the way through Hamlet, the audience knows things that some characters on the stage don’t know. The effect of this is that many speeches have a different meaning for the audience than for the character to whom it is addressed.

Dramatic irony invites the interactivity of the audience. It is what makes the audience want to yell out and caution the people on the stage to avoid pitfalls that are evident to the audience, but not to the characters. Only the audience is omnipresent in a play. The characters in plays, because they are rendered within the physical limits of reality, cannot be omnipresent. Playwrites like Shakespeare play with this concept relentlessly – mercilessly sometimes, as in the tragedies! They play with characters who eavesdrop and spy, gossip and plot behind each other’s backs and who think out loud to the audience The effect of all of this manipulation of perspective – of dramatic irony – is the intense engagement of the audience.

Complete [the following chart, (included in RTF)](https://ldcsb.elearningontario.ca/content/CFLL/English/1112_Summer/ENG4U-01-Browning/ENG4UCU3/ENG4UCU03A04/docs/ENG4UCU3A04_They_Thought_But.rtf?_&d2lSessionVal=kDHqbXJsZqcJyA3W34I3sA4ne) outlining several instances of dramatic irony.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Character** | **Thought** |  | **But** | **The audience knows that** |
| Claudius | thought | he was watching a drama put on in celebration of his wedding | but | the audience knows that Hamlet is taking the opportunity to test his theory that Claudius was his father’s murderer |
|  |  |  |  |  |

|  |  |
| --- | --- |
|  | Are you enjoying the play and have lots of ideas, questions and observations?  Consider some of the following questions and issues. |

#### Questions

1. Shakespeare appeared to be enjoying his own cleverness by embedding commentary on the play itself. Find such lines; lines that comment on the play itself. Connect them to the play.

2a. The issues of an ‘Oedipal Complex’ is often raised in conjunction with ActIII, Scene IV, the premis being that Hamlet is jealous of Claudius. Is there tangible evidence of this in the lines of the play? If so, where? Explain your position.

2b. Research at what points in time this interpretation has been more popular. In thinking about values and worldviews and how they affect the interpretation of texts, consider why/how this interpretation was more prevalent in some periods than in others.

2c. Do you think it was Shakespeare’s intent to render Hamlet as having an ‘oedipal complex’?

**Now Cain said to his brother Abel, "Let's go out to the field." And while they were in the field, Cain attacked his brother Abel and killed him.**

Genesis 4:8

2d. Do you think Claudius’ murder parallels the murder of Abel in the Bible? Explain your position. Please read the story in Genesis before you answer this question

### Assignment

**Complete the following assignment and submit your work to the [dropbox](https://ldcsb.elearningontario.ca/d2l/tools/LMS/quicklink.asp?ou=150578&type=dropbox&rCode=eLO-73335" \t "_blank).**

After having completed the “They thought . . . but” chart, select three incidents of dramatic irony and complete the following chart. This [chart is provided (in RTF)](https://ldcsb.elearningontario.ca/content/CFLL/English/1112_Summer/ENG4U-01-Browning/ENG4UCU3/ENG4UCU03A04/docs/ENG4UCU3A04_Chart_%20Dramatic_%20Irony.rtf?_&d2lSessionVal=kDHqbXJsZqcJyA3W34I3sA4ne) with room for three entries on the left. Select two characters involved in each incident to complete the chart.

### Chart Outlining Incidents of Dramatic Irony

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Example of Dramatic Irony from Acts I & II** | **CharactersInvolved** | **Sympathy? Antipathy?** | **Reason your sympathies lean as they do** | **Evidence – Lines and Explanation of Effect** |
|  |  |  |  |  |
|  |  |  |  |

For one, write a short, one page [critical analysis](https://ldcsb.elearningontario.ca/content/CFLL/English/1112_Summer/ENG4U-01-Browning/ENG4UCU3/ENG4UCU03A04/docs/ENG4UCU3A04_Writing%20The%20Critical%20Analysis.rtf?_&d2lSessionVal=kDHqbXJsZqcJyA3W34I3sA4ne) of how the incident manipulates audience sympathies, develops character and develops the conflict and/or theme of the play.

Submit both the chart and the one page critical analysis.

**WRITING THE CRITICAL ANALYSIS**

The following format for writing a Critical Analysis constitutes an excellent initiation to the literary essay. These steps teach you to write, and think ‘up’ the Taxonomy. These are the preliminaries to the literary essay.

**DESCRIPTION:** Give a brief description of the scene (comprehension, interpretation). This paragraph also includes a thesis statement from which this short essay flows

**ANALYSIS:** In composing the analysis you are ‘writing to learn’ as you examine how the devices work in the literature. As you go through an analysis, select only those details on which the effect of the selection most obviously depends. (Whether or not the author ‘meant’ to use the elements in the way they did is a moot point.) Analyzing the creative product and how it works. (application, analysis).

**INTERPRETATION:**  Use all the knowledge gained from reading and analyzing the scene and put it together into a short discussion of the overall effects. Some questions to examine may be: What is the purpose of the scene? How does it develop character, conflict or theme? What are the explicit and implicit messages? What is its effect on its audience’s sympathies? (interpretation, analysis, synthesis)

**JUDGEMENT** This is asummative statement about the learning / insight / understanding gained through the analysis of the scene. What have you learned through studying it – about the play, about the theme, about the craft of thegenre ingeneral, about the manipulation of the elements of drama? What can you carry away from this work as a student of literature? (judgement, synthesis)

**Rubric**

The following chart indicates the areas of achievement that will be the focus of this assignment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Essay Matrix Rubric** | | | | |
| **Categories** | **Level 1 (50 - 59%)** | **Level 2 (60 - 69%)** | **Level 3 (70 - 79%)** | **Level 4 (80 - 100%)** |
| **Knowledge & Understanding**  **Ideas & ContentProcess is a fundamental requirement in revealing meaning and constructing product** | Describes an understanding of the information, ideas, concepts and themes and makes an effort to make connections to create meaning | Expresses clear understanding of the information, ideas, concepts and themes and successfully makes some connections to create meaning | Expresses clear understanding of the relationships between information, ideas, concepts and themes (process) to express meaning (effect) | -Uses a thorough and well articulated understanding of the relationships between information, ideas concepts and themes (process) to express meaning (effect) |
| **Thinking/Inquiry**  **Generating Ideas & Content**  **Values, perspectives and worldviews influence communication and perception**  **Thinking critically is essential in developing clarity and insight** | Describes contexts and is makes some effort to apply contextual understanding to process of making meaning  Expresses some insight (key understanding / ideas) clearly; indicates understanding of importance of critical thinking | Demonstrates an awareness of context and uses it to make deductions and observations in seeking meaning through the writing process  Uses critical thinking & inquiry skills consistently to pursue understanding and create meaning – with varying degrees of success | Demonstrates an awareness of context in formulating ideas and observations in writing products  Applies most of the critical thinking skills involved in the inquiry / meaning making process with success; expresses understanding | Uses an awareness of context to formulate ideas and observations and to produce writing that is perceptive, insightful and authentic  Uses critical thinking skills with a high degree of creativity and success to create meaning and communicate understanding |
| **Communication**  **Organization Effective Use of Language Voice**  **The purpose of text and the form it takes generates meaning** | -Organizational patterns are recognizable  - Level of language and vocabulary appropriate for the purpose of writing  -Voice is appropriate to purpose | -Organizational patterns establish relationship between form and purpose  -Level of language and vocabulary conveys meaning accurately  - Clear and consistent voice suitable to purpose | -Organizational patterns are characteristic of the form and purpose for writing  -Conveys understanding of language as a vehicle for generating meaning  -Writing is clear and engages intended audience with authentic voice | -Organizational pattern effectively escalate arguments and deepen the meaning of the thesis  -Language is used as a tool for generating understanding  -Rhetorical and stylistic strategies are used to engage the reader |
| **Application**  **Conventions**  **The intended audience of text determines the language used and the conventions used** | -Command of grade appropriate conventions for intended audience of product | -Language and conventions used to create clear meaning | -Language and conventions used to create a consistent voice and clear meaning | -Language and conventions used to enhance voice and create impact and emphasis where appropriate (risk taking) |

### Long Description of ****Rubric for**** Essay Matrix

### Category/Criteria

# Knowledge & Understanding Ideas & Content

Process is a fundamental requirement in revealing meaning and constructing product

1-Describes an understanding of the information, ideas, concepts and themes and makes an effort to make connections to create meaning

2-Expresses clear understanding of the information, ideas, concepts and themes and successfully makes some connections to create meaning

3-Expresses clear understanding of the relationships between information, ideas, concepts and themes (process) to express meaning (effect)

4-Uses a thorough and well articulated understanding of the relationships between information, ideas concepts and themes (process) to express meaning (effect)

# Thinking & Inquiry Generating Ideas & Content

Values, perspectives and worldviews influence communication and perception

1-Describes contexts and is makes some effort to apply contextual understanding to process of making meaning

2-Demonstrates an awareness of context and uses it to make deductions and observations in seeking meaning through the writing process

3- demonstrates an awareness of context in formulating ideas and observations in writing products

4- uses an awareness of context to formulate ideas and observations and to produce writing that is perceptive, insightful and authentic

# Communication Organization Effective Use of Language Voice

The purpose of text and the form it takes generates meaning

1-organizational patterns are recognizable

-Level of language and vocabulary appropriate for the purpose of writing

-Voice is appropriate to purpose

2-organizational patterns establish relationship between form and purpose

-Level of language and vocabulary conveys meaning accurately

- Clear and consistent voice suitable to purpose

3-organizational patterns are characteristic of the form and purpose for writing

-Conveys understanding of language as a vehicle for generating meaning

-Writing is clear and engages intended audience with authentic voice

4- organizational pattern effectively escalate arguments and deepen the meaning of the thesis

-Language is used as a tool for generating understanding

-Rhetorical and stylistic strategies are used to engage the reader

# Application ****Conventions****

The intended audience of text determines the language used and the conventions used

1-command of grade appropriate conventions for intended audience of product

2-language and conventions used to create clear meaning

3-language and conventions used to create a consistent voice and clear meaning

4-language and conventions used to enhance voice and create impact and emphasis where appropriate (risk taking)

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

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