

## **Module Three: Book Pitch w/PowerPoint**

### **Course**

English 360: Methods of Teaching Literature 6-12 (3 credit hours)

*Prerequisites: Admission to the College of Education*

Approaches to teaching literature through reading, writing, and nonprint media. Stresses practical development of teaching material.

### **Description**

Assignment: Book Pitch

Students will assume the role of the author of a young adult text—already published—and create a *PowerPoint* presentation to persuade an editor, parents, and adolescents of the value of publishing this text.

### **Transferability**

This module could be adapted for use in a college classroom as a book review assignment (e.g., an introductory literature class or in a class requiring that students choose and read texts in their discipline) or a middle or high school class requiring that students do individualized reading in a discipline (e.g., in an American history class, a student might read Tim O'Brien's *The Things They Carried* or Michael Herr's *Dispatches*, presenting information to the class in a way similar to that described above). Rather than requiring a Book Pitch, it might be more appropriate in these settings to require a book review. Instructors could provide models of in-depth book reviews from *The New York Times* or other print and/or electronic sources. Book reviews could then be presented as well as published on a class website.

### **Faculty Technology Skill**

Knowledge of *PowerPoint*

### **Student Technology Skill**

Basic word processing and importing of graphics into text

### **Faculty Equipment**

PC with *PowerPoint*

### **Student Equipment**

- PC with *PowerPoint*
- Projector for presentations

### **Improvement on Teaching and Learning**

It is a basic tenet of best practices in the teaching of reading and writing that student assignments engage students and provide for publication. Classroom presentation using *PowerPoint* is a method of publication. The use of role playing in this module employs students' enjoyment of dramatic techniques in the classroom and also incorporates speaking across the curriculum. Furthermore, while an instructor will not expect all students to become published authors, this activity does teach students the basic elements of writing a book proposal, thus providing an intellectual stake in the book-publishing industry and the creation of knowledge and literature.

## **Nontechnology Comparison**

A *PowerPoint* presentation of this information offers students the resources to create a professional quality presentation. It also encourages students to employ a number of intelligences: linguistic, artistic, musical, argumentative, and technological. While such a presentation could indeed be created without the use of technology, by using *PowerPoint*, the students are also gaining experience with and knowledge of a real-life technological skill, useful for the students both in high school and college and as future professionals.

## **Pertinent Issues**

- Appropriateness of language and graphics in the classroom setting
- Issues of appropriate and respectful response and evaluation from peers

## **How to Use This Module in the Classroom**

### **Directions to Students**

For this assignment, you will be reading one young adult novel (to be approved by me), then assuming the role of the author and “pitching” the book to an editor as well as an attendant focus group of young adult readers, parents, and teachers. For this, you will create a three- to five-minute *PowerPoint* presentation. Your job is to present the novel in the most interesting and compelling manner possible, convincing all members of your audience (the class will assume the roles of one editor as well as teachers, parents, and young adult readers) that this book ought to be published and read. Roles will be randomly assigned by students choosing and wearing a Post-It<sup>®</sup> note indicating, by color, the wearer’s role.

### **Specifics**

The *PowerPoint* presentation should consist of at least ten slides. Each slide should include graphics and text. Sound is optional. Slides should address the following:

- Identification of the genre of this young adult novel (e.g., problem novel, mystery, historical fiction)
- Brief summary of the novel’s plot
- Description of the setting and its relationship to the plot
- Brief character analysis
- Identification of central theme and conflicts
- Unique qualities of the novel
- Comparison to other similar novels
- Identification of the novel’s audience
- Book cover design
- Author bio (either researched or creatively supplemented by the student/author)

These elements should be presented creatively and persuasively. Remember, the stakes are high: J. K. Rowling grossed more than the Queen of England last year.

### **Assessment**

Each of the following will be evaluated on a scale of 1-3 for creativity, clarity, and editing (use of text, graphics, and sound):

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- Brief summary of the novel's plot
- Description of the setting and its relationship to the plot
- Brief character analysis
- Identification of central theme and conflicts
- Unique qualities of the novel
- Comparison to other similar novels
- Identification of the novel's audience
- Book cover design
- Author bio (either researched or creatively supplemented by the student/author)

It would be most useful for an instructor to present and model this module using *PowerPoint*. Students should have the opportunity for collaboration (peer partners to respond to work in progress) as well as formative feedback from the instructor. Students with skills in *PowerPoint* should be appointed as consultants/peer tutors who might circulate and troubleshoot with their less-experienced peers.