

Module Four: Glossary of Literary Terms

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

Glossary of Literary Terms: a student-generated glossary of basic literary vocabulary, with links to examples.

Transferability

Any course involving the learning of a disciplinary lexicon, especially introductory courses, could incorporate this assignment, at any level of learning. While this module is specific to assessments and programs of study used in the Chicago Public Schools, other districts have similar resources and assessments. In other courses at different levels, students could be asked to consult any number of the glossaries/lists of disciplinary terms and concepts available on the Internet or composed for a specific course by an instructor. This activity would also be especially transferable, in the English language arts, to rhetorical terms and the study of logic (e.g., logical fallacies). It would also be useful for learning phrases in languages other than English commonly used in English (*sub rosa*, *de facto*, *bon mot*).

Faculty Technology Skills

- Basic word processing
- Internet use
- Web design

Student Technology Skills

- Basic word processing
- Internet use
- Web design

Faculty Equipment

PC with Internet connection

Student Equipment

- PC with Internet connection
- Disk for saving files

Improvement on Teaching and Learning

This module requires students to move beyond recall and recognition of literary terminology into higher domains of thinking (e.g., application and synthesis). It also requires that students connect their lives to their learning in the use of popular media and culture.

Nontechnology Comparison

The module requires students to access many informational sources; e-texts and search engines streamline the researching process and conserve valuable classroom and instructional time.

Furthermore, preservice teachers will be constructing an instructional resource that familiarizes them with district curriculum expectations and provides a ready-to-use activity (requiring their students to create glossaries) for their first year of teaching.

Pertinent Issues

- Avoiding plagiarism when consulting published glossaries
- Appropriate examples for students
- Discussion of privileged texts and canonical issues
- Instruction in how to cite Internet and other resources

How to Use This Module in the Classroom

For this assignment, you should follow these steps:

1. Visit the CPS website's Case Exam Vocabulary for Language Arts, Grade 12
http://intranet.cps.k12.il.us/Lessons/StructuredCurriculumTOC/SCLanguage_Arts/LAHSAP_PXM.PDF
2. Using the list and definitions, elaborate on each of those definitions through original explanation, metaphor, analysis, or comparison and/or contrast and provide two examples from at least two texts for each of the terms. Extra credit points may be earned by attaching a sound and/or video file of an author or actor reading or performing lines illustrative of the literary concept.* One text chosen should be what is typically considered a literary text on the CAS exam; the second should be mined from other texts more familiar to students (e.g., advertising, popular music, *The Simpsons*). Documentation of sources should be embedded in your work as hypertext.
3. Publish your glossary of literary terms on your web page for your future students.

Assessment

This assignment will be evaluated on .

- Thoroughness (Have all terms on the CPS site been addressed?) 10 points
- Accuracy (Are your extended definitions correct?) 10 points
- Do your examples correctly demonstrate the concept or term? 10 points
- Writing (Is it clear? Edited?) 10 points
- Is everything documented correctly? 5 points
- Is the glossary linked to your website? 5 points

After the instructor provides the assignment requirements above, students should be able to work independently (or in teams, to promote classroom collaboration). ESL and bilingual students should be encouraged to provide translations from their native or other languages to enhance learning and recall as well as to use Anglophone and/or literatures written in other languages, with translations.

Possible intergenerational involvement might include asking parents or older family members for song lyrics, advertising slogans, or political slogans/arguments that illustrate the literary concepts.

*Ways to capture music files, thanks to Ellie Pinkham, College of Lake County:

Everyone has the *Sound Recorder* program in their Windows system. Open **Start/Programs/Accessories/Entertainment/SoundRecorder**. Some people have that under **Multimedia** instead of **Entertainment**.

Sound Recorder is limited to one minute of recording, but you'd be surprised at what you can do in a minute.

Instructions for using *Sound Recorder* can be found at:

<http://clconline.clc.cc.il.us/mm/bb111/m5/audioexplore.html>.

with a little bit more at .[□□](#)

<http://clconline.clc.cc.il.us/mm/bb111/m5/m5voicerecordassignment.html>.

Acid is *really* fun to record with. You record, and then you "Paint" the sound onto the timeline.

Instructions to play with *Acid* are at .[□□](#)

<http://clconline.clc.cc.il.us/mm/bb111/m5/m5acidexplore.html>.

with more information at .[□□](#)

<http://clconline.clc.cc.il.us/mm/bb111/ppweb/acidpromore.htm>.

To record in *Acid Express*, you click the red button, or do a CTRL-R. Then, a window pops up and you click the start button to record.

You can download *Acid Express* from .[□□](#)

<http://www.sonicfoundry.com/download/Step2.asp?DID=155>.

The problem with *Acid Express* is that it will only save in acd format. Acd format can only be read by *Acid*. So you can't share your music with folks who don't have *Acid*. *Acid Pro* will save the music in all sorts of web-ready formats.

If you want something that will record more than one minute (*Microsoft Sound Recorder's* limitation) and will save the sound in a universal format (*Acid Express's* problem), then the \$69 *CoolEdit* is a wonderful choice. It is shareware, so students could download and use it for a month without paying.

You can see a large list of shareware recording software at .[□□](#)

http://www.hitsquad.com/smm/win95/AUDIO_RECORDING/.

Another good shareware software, that in the free part will only record 30 seconds, is <http://www.soundlabs.com/features.htm>.

Simply, I keep it under one minute and have students use *Sound Recorder* when they record their voice and then mix it with some music recorded off of a CD.□