

## Big Names in Literatur

## 7ab Q2

1	01.12.09	Discussion of course setup and assessment Choosing a novel	<ul style="list-style-type: none"> <li>• <b>Choose one of the novels</b> presented in class and order/buy a copy</li> <li>• <b>Sign up for our Moodle course</b> “Big Names in Literature” at <a href="http://www.edumoodle.at/epep">www.edumoodle.at/epep</a></li> <li>• <b>Read “Filthy with Things”</b> by Friday. Underline interesting passages and write a short entry into your reading diary in Moodle.</li> </ul>
2	03.12.09	<b>T.C. Boyle: “Top of the Food Chain”</b> Listening and responding to literature How to write a <i>letter to the editor</i>	<ul style="list-style-type: none"> <li>• <b>Write a letter to the editor</b> about the events described in Boyle's story.(by Tuesday)</li> <li>• <b>Choose 5 vocabulary items</b> and make mindmaps + collocations as discussed in class. (by tomorrow)</li> </ul>
3	<u>04.12.09</u>	<b>T.C. Boyle: “Filthy With Things”</b> discussion of story and author	<ul style="list-style-type: none"> <li>• <b>Read “Dead As They Come”</b>, highlight interesting passages + write a short response in your RD on Moodle (by Friday)</li> <li>• <b>Choose 5 vocabulary items</b> and make mindmaps + collocations as discussed in class.</li> </ul>
	08.12.09	Holiday	
4	10.12.09	Language and style exercises and peer-conferencing letters to the editor. mindmapping and collocations	<ul style="list-style-type: none"> <li>• <b>Write a short character description</b> as discussed in class. (200-250 words) (by Tuesday) (A beautiful person...)</li> </ul>
5	<u>11.12.09</u>	<b>Ian Mc Ewan: “Dead As They Come”</b> and language work: Describing a beautiful person	<ul style="list-style-type: none"> <li>• <b>Read “The Pension Grillparzer”</b> + write a response. What do you think of the different characters? (by Thursday)b</li> </ul>
6	15.12.09	<b>Vocabulary work: describing characters</b> – Show don't tell!	<ul style="list-style-type: none"> <li>• <b>Write a second short character description</b> (250 words). Focus on a very specific character trait (e.g. shyness, boldness, arrogance, ...)</li> </ul>
7	17.12.09	<b>John Irving: “The Pension Grillparzer”</b> and vocab. work and text improvement	<ul style="list-style-type: none"> <li>• <b>Read “Augie Wren's Christmas Story”</b> by Friday and write a short response.</li> </ul>
8	<u>18.12.09</u>	<b>Paul Auster: “Augie Wren's Christmas Story”</b>	<ul style="list-style-type: none"> <li>• <b>Finish reading your novel by January 8<sup>th</sup></b></li> <li>• <b>Write a response</b> when you have read about half of the book. React to the characters and their decisions. Try to find connections to life outside the novels.</li> <li>• <b>Write a second response when you have finished.</b> Do NOT summarize the book but write a personal response. Check the “tips for keeping a reading diary” for interesting ideas.</li> </ul>
	<u>Christmas</u>		
9	07.01.09	<b>The Bus Story:</b> Planning a short story:	<ul style="list-style-type: none"> <li>• <b>Write your part of the bus story</b> by Tuesday and paste it into your group's WIKI. Polish the</li> </ul>

		narrative features and narrative language	<p>story in the WIKI and bring a printout to class on Jan. 8<sup>th</sup>.</p> <ul style="list-style-type: none"> <li>• <b>Read “The Euphio Question”</b> and write a short response</li> </ul>
11	<b>08.01.09</b>	<b>Kurt Vonnegut: “The Euphio Question”</b>	<ul style="list-style-type: none"> <li>• <b>Write a short story</b> (about 300-400 words). Use one of the story openings provided by your teacher and continue the story. Bring your typed story to class on Tuesday. (Please use t 1 ½ line spacing to make corrections easier.) 50% of the points will be given to your first draft.</li> </ul>
12	12.01.09	Peer Conferencing and language work for narrative writing	<ul style="list-style-type: none"> <li>• <b>Revise your story</b> and print out a final copy for assessment. 50% of the points will be given for your 2<sup>nd</sup> draft. (Hand in BOTH versions + peer comments and staple the sheets together.)</li> </ul>
13	14.01.09	Language work Reading the original stories	<ul style="list-style-type: none"> <li>• <b>Print out your reading diary</b> and bring your novel to class on Friday.</li> </ul>
14	<b>15.01.09</b>	<b>Planning presentations</b> for all groups. <u>Reading diaries due</u>	<ul style="list-style-type: none"> <li>• Study vocabulary and character descriptions for the test.</li> <li>• Revise the use of the tenses if you made many mistakes in this area in the last test. (In your stories you will need a lot of past simple, past progressive (background, circumstances), past perfect (what happened even earlier).</li> </ul>
15	(19.1.)	<b>TEST</b>	
16	(21.1.)	Work in your author's groups and prepare details of your presentations.	<ul style="list-style-type: none"> <li>• <b>Prepare your part of the presentation</b> carefully.</li> </ul>
17	<b>(22.1.)</b>	Work in your author's groups and polish your presentations. Make sure you have good visual and a very clear structure.	
18	26.01.09	<b>Presentations</b> and discussion of common features	
19	28.01.09	Presentations	
20	<b>29.01.09</b>	Presentations	
21	02.02.09	Presentations	
22	04.02.09	Round-up of the quarter	
23	<b>05.02.09</b>	Vocab expansion activities	
24	09.02.09	Vocab expansion activities	
25	11.02.09	Choosing books for private reading	
26	<b>12.02.09</b>	Choosing books for private reading	