

# English

English 1  
English 1-Team: World Studies  
EL Writing/Reading 1, 2, 3, & 4  
EL English Resource  
Introduction to Journalism  
Advanced Journalism  
English 2  
English 3  
AP Language and Composition: English 3  
English 3-Team: American Studies  
IGSS Junior English  
Reading and Writing Strategies  
Reading and Writing Support

## **Media and Journalism Courses**

Freshman Media Production  
Broadcast Journalism 1  
Broadcast Journalism 2  
Film Production 1  
Film Production 2  
Film Production 3  
Advanced Media Production/WNTH Radio Board 1, 2, & 3

## **Senior Electives**

Advanced Journalism  
AP Literature and Composition: English 4  
AP Literature and Composition: Great Books  
Creative Writing  
Global Voices  
Good and Evil in Literature  
Great Books  
Humanities  
IGSS Senior English  
Literature and Film  
Literature and Psychology  
Myth and Mind  
Publications  
Senior Writers' Seminar  
Shakespeare's Literary Traditions  
Social Change in Literature

The English program is a four-year sequence that encourages students to become actively-engaged, thinking persons in a complex, dynamic world. The curriculum offers an opportunity for students to develop their language potential in courses that are challenging but commensurate with their abilities.

All English courses emphasize the acquisition and development of the skills of disciplined reading, discussion, and oral presentation as well as mastery of the various forms, modes, and strategies of written composition. From the richness of ideas explored in the study of literature, the student can recognize and empathize with the variety of human experiences and gain an understanding of the enduring power of the human mind and spirit. Freshman and sophomore courses concentrate on the essential competencies in the skills of language, reading and composition. The junior and senior years not only refine and reinforce the skills introduced earlier but also lead the student into the more advanced skills of the language arts. In the senior year, students can concentrate, in depth, on various genres, themes and topics of English through a range of specialized courses as well as the sequential fourth year courses.

In the English program, students acquire the habits of scholarship, growth in written and spoken self-expression, and a developing responsiveness to important works of literature, giving them an effective pattern for examining ideas and a solid basis for successful pursuit of higher education and careers.

Success in English is the product of class instruction, thoughtful discussion, student-teacher conferences, and preparation outside of the classroom. This preparation generally consists of reading assignments, writing experiences, and multi-genre projects, which are developmentally appropriate, given the year and level of the course. Teachers provide guidance in promoting the effective use of time in meeting deadlines for the different assignments in the course. The time necessary to prepare effectively for class will depend on the level of difficulty the class poses to the student as well as the student's reading rate and writing skill.

Four years of the English sequence (4 credits) are required for graduation. Credit will not be granted for English 3 without successful completion of both semesters, including the junior research paper (the Junior Theme). **In all English courses, students must complete all major writing assignments in order to receive credit. All courses in this department receive major credit (1.0) except Introduction to Journalism, Publications, Reading and Writing Support, and Reading and Writing Strategies (.5 credit).**

### ENGLISH COURSE SEQUENCE

- Freshman English 1, Team: World Studies, or 1-Enriched
- Sophomore English 2 or 2-Enriched
- Junior English 3, 3-Enriched, Team: American Studies, or IGSS Junior English. English 3, level 4 (Language and Composition) is an Advanced Placement course. Any student may sit for the Advanced Placement examination in English.
- Senior English 4 or IGSS Senior English. English 4, level 4 (Literature and Composition) is an Advanced Placement course. Any student may sit for the Advanced Placement examination in English.

## ENGLISH GRADUATION REQUIREMENTS

### Freshman English

English 1 .....	levels 4, 3, 2
English 1-Enriched .....	level 2
English 1-Team: World Studies .....	levels 4, 9

### Sophomore English

English 2 .....	levels 4, 3, 2
English 2-Enriched .....	level 2

### Junior English

AP Language and Composition: English 3 .....	level 4 (AP)
English 3-Team: American Studies .....	levels 4, 9
English 3 .....	level 3, 2
English 3-Enriched .....	level 2
IGSS Junior Integrated English .....	levels 4, 9

### Senior English

Creative Writing .....	level 3
Global Voices .....	level 4
Good and Evil in Literature .....	level 9
Great Books .....	level 3
Humanities .....	level 9
IGSS Senior Integrated English .....	levels 4, 9
AP Literature and Composition: English 4 .....	level 4 (AP)
AP Literature and Composition: Great Books .....	level 4 (AP)
Literature and Film .....	levels 3, 2
Literature and Psychology .....	levels 3, 2
Myth and Mind .....	level 3
Senior Writers' Seminar .....	levels 4, 9
Shakespeare's Literary Traditions .....	level 9
Social Change in Literature: English 4-Enriched .....	level 2

All senior elective offerings are dependent upon adequate enrollment.

Students in English 1-Team, level 9 must select a sophomore course that conforms to their freshman placement.

Students in English 3-Team, level 9 must select a senior, level-9 elective or a course that conforms to their sophomore placement.

### GRADUATION NOTES

- Although Journalism enriches students' experiences in the English program, it does **NOT** satisfy graduation requirements for English. Students who elect this course must take it **in addition** to the regular sequence of courses.
- Creative Writing meets the English graduation requirement if taken for a grade. It also may be taken as an enrichment course concurrently with another senior English course.
- Students who plan to graduate in fewer than eight semesters **MUST** consult with the English Department Chair regarding fulfillment of the four-year English requirement.
- Double English is available as an option in senior year **ONLY**. Double English is possible only for early graduation or to fulfill an English requirement. **Students MUST receive permission from the English Department Chair during junior year.**

## THE READING AND WRITING CENTER

The center provides help with student writing and reading skill development during periods 1-9. It is equipped with computers, software, and Internet access for use in enhancing comprehension, retention, reading rate, vocabulary building, and research techniques. Tutors help with assignments in English class, papers for classes in other departments, and personal writing, such as college applications, contests, and scholarship competitions. Assistance is provided for those students needing individualized support for reading in all disciplines. The center, in conjunction with the department, also offers reading and writing support services to sophomores during their non-science lab periods (See course description in Reading and Writing Support Program section p. 52).

## EL English Courses

### EL English 1/Writing EL English 1/Reading level 9

OPEN TO ALL STUDENTS  
PREREQUISITE: RECOMMENDED PLACEMENT  
1.0 MAJOR CREDIT

This *double-period* course focuses on expanding social English and introducing general academic language skills for the beginning group of English learners, using an integrated approach to building English literacy. The writing course integrates oral language skills with writing and grammar instruction to develop basic English literacy and communication skills. The reading course provides reading strategies to improve comprehension and reading rate, expand basic English vocabulary, and introduce general academic vocabulary.

### EL English 2/Writing EL English 2/Reading level 9

OPEN TO ALL STUDENTS  
PREREQUISITE: RECOMMENDED PLACEMENT  
1.0 MAJOR CREDIT

This *double-period* course focuses on building general academic language skills for the developing group of English learners, using an integrated approach to reading and writing instruction. The writing course incorporates grammar study with a writing workshop approach that emphasizes a multi-stage process writing. Students focus intensively on the development of effective, well-developed short writing on a range of topics. The reading course focuses on the introduction of academic reading skills in a variety of contexts, including literary fiction and textbook reading as well as developing a more specific academic English vocabulary.

### EL English 3/Writing EL English 3/Reading level 9

OPEN TO ALL STUDENTS  
PREREQUISITE: RECOMMENDED PLACEMENT  
1.0 MAJOR CREDIT

This *double-period* course focuses on expanding social English and building general academic language skills for the bridging group of English learners, using an integrated approach to reading and writing instruction. The writing class emphasizes grammar and usage work to develop academic proofreading skills. The writing workshop approach emphasizes a multi-stage process, in which students apply the elements of brainstorming, planning, drafting, and revision. The writing class prepares them for successful entry into mainstream classes. The reading class integrates with the writing class while working to build more advanced academic skills, including note taking, annotation, vocabulary building, and advanced reading strategies. Reading comes from a variety of time periods and literary modes, including drama, mythology, poetry, journalism, fiction, non-fiction, and classics of English and American literature.

### EL English 4/Writing EL English 4/Reading level 9

OPEN TO ALL STUDENTS  
PREREQUISITE: RECOMMENDED PLACEMENT  
1.0 MAJOR CREDIT

This *double-period* course focuses on expanding social English and building general academic language skills for the bridging group of English learners, using an integrated approach to reading and writing instruction. The writing class emphasizes grammar and usage work to develop academic proofreading skills. The writing workshop approach emphasizes a multi-stage process, in which students apply the elements of brainstorming, planning, drafting, and revision. The writing class prepares them for successful entry into mainstream classes. The reading class integrates with the writing class while working to build more advanced academic skills, including note taking, annotation, vocabulary building, and advanced reading strategies. Reading comes from a variety of time periods and literary modes, including drama, mythology, poetry, journalism, fiction, non-fiction, and classics of English and American literature.

## EL English Resource level 8

OPEN TO ALL STUDENTS  
PREREQUISITE: RECOMMENDED PLACEMENT  
.5 MAJOR CREDIT

This course serves advanced English Learners as they transition into mainstream English and social studies classes. The course helps students develop skills in reading strategies, find and use relevant background information, make careful choices about managing the writing process, develop strong habits in proof-reading and editing, increase college-level vocabulary, and strengthen study skills. The primary focus is on helping students incorporate these strategies into their daily habits so that they can become independent learners. The teacher will be in contact with English and social studies teachers, but students are expected to develop their own self-advocacy skills. This course is taken in addition to a mainstream English class. Enrollment is based on placement by the EL Coordinator.

## Freshman Courses

Freshman English introduces students to the foundational texts and skills needed for success in reading, writing, speaking and listening, literature, research, and language. This is the first course in the required four-year English sequence. Students read texts from a variety of genres and time periods, including the *Odyssey*, various Shakespearean plays, non-fiction, and fiction. Students are also given a foundation in English skills that will serve them well in subsequent courses. Independent reading, grammar instruction, and a writing portfolio of selected student work are requirements to complete Freshman English. Composition exercises, which assume narrative, persuasive, analytical, and reflective forms, reflect individual responses to the themes and literature studied in each course.

### English 1-Enriched level 2

OPEN TO FRESHMEN  
PREREQUISITE: NONE  
1.0 MAJOR CREDIT

This course is team taught by an English teacher and a special education teacher. Expectations and assessments of students are tied to their individual strengths and weaknesses. This college preparatory course stresses basic skills in reading, writing, speaking, and listening. A team-taught environment also allows for intensive instruction in study habits, organization, grammar and mechanics, and time management. Students develop skills in written and oral expression and in critical reading and analysis. Coursework includes study of various literary genres (non-fiction, poetry, fiction, and drama), analytic responses, and narrative and expository writing.

## English 1 level 2

OPEN TO FRESHMEN  
PREREQUISITE: NONE  
1.0 MAJOR CREDIT

A primary focus of the course is to develop and reinforce effective reading and writing skills. Students are expected to generate literal understanding of text and progress with teacher guidance towards more abstract interpretations. Through various genres of literature, students in this course explore concepts including the hero's journey and an individual's place in society. The curriculum is designed to progressively challenge students to develop literal and inferential comprehension skills. Students compose multi-paragraph narrative, persuasive, and expository essays with both a clear thesis and a cohesive argument (emphasis on textual evidence, sentence structure, and appropriate usage of mechanics). In addition, students build vocabulary knowledge, engage in both formal and informal speaking presentations, and participate actively in discussions by practicing fundamental listening and speaking skills.

### English 1 level 3

OPEN TO FRESHMEN  
PREREQUISITE: NONE  
1.0 MAJOR CREDIT

This course explores thematic, universal questions connected with the theme of personal ideas of identity, conflict, relationships, and transformations. Expository writing and literary analysis are stressed by placing emphasis on the construction of clear thesis statements and a detailed, logical argument that supports an arguable point. In addition to analytic responses, written work also includes reflective pieces such as journal writing and creative pieces such as personal narratives and poetry. Oral expression takes the form of classroom discussion, informative presentation, dramatic interpretation, and group interaction.

### English 1 level 4

OPEN TO FRESHMEN  
PREREQUISITE: NONE  
1.0 MAJOR CREDIT

This course explores thematic, universal questions central to works of world literature, with an emphasis on how the use of language shapes meaning and the human experience. The pace, complexities, and demands of this curriculum require that students have a demonstrated capacity for abstract thought as well as a natural curiosity about language, literature, and the writing process. Through a study of poetry, short stories, novels, essays, myth, and philosophy, students debate and answer essential questions addressing common themes of creation, heroism, happiness, honor, justice, and love. Composition exercises reflect individual responses to the themes and literature studied and a mastery of many traditional rhetorical skills. Students are challenged to develop unique approaches to composition that balance mechanics with a consideration of audience, purpose, and form. Oral expression takes the form of classroom discussion, formal speech, informative presentation, dramatic interpretation, and group interaction.

## English 1-Team: World Studies level 9

OPEN TO FRESHMEN  
PREREQUISITE: NONE  
1.0 MAJOR CREDIT ENGLISH & 1.0 MAJOR CREDIT SOCIAL STUDIES

The English and World History Team course offers freshmen an opportunity to appreciate the depth and diversity of several world cultures from an interdisciplinary perspective. This *team-taught, double-period* course examines the history, literature and culture of China, the Middle East, early Europe, and Africa, while exploring the essential questions of the human condition. The course emphasizes reading, writing, and critical thinking through the textual analysis of literature and primary historical documents, modern research techniques, and oral presentations in individual and group settings.

The ability to move from guided instruction to independent inquiry is essential for success in this course. Students are called upon to demonstrate a literal understanding of concepts and a synthesis of concepts in order to discover meaning. Two sections meet together frequently in a large group setting for 85 minutes. Students should be able to focus in the combined class setting, participate in smaller class discussions, and conduct research as part of individual assessment.

## English 1-Team: World Studies level 4

OPEN TO FRESHMEN  
PREREQUISITE: NONE  
1.0 MAJOR CREDIT ENGLISH & 1.0 MAJOR CREDIT SOCIAL STUDIES

The English and World History *team-taught, double-period* course offers freshmen an exploration of cultural diversity and diffusion through the evolution of ideas from ancient to modern history. This interdisciplinary course, organized both chronologically and thematically, focuses on the topics covered in World History and literature selected to enhance those topics. In the first semester, with an eye on ancient civilizations, students explore the central themes of the course - utopias, the natural world, and the nature of empire - through a variety of essential questions centered on how geography, stories, art, and politics influence the development of the individual and the spread of civilizations. In the second semester, through the themes of cultural diffusion and culture clash, students question how societies develop, evolve, and coexist, while observing how ancient civilizations continue to influence the modern era.

This course emphasizes reading, writing, and critical thinking through the textual analysis of literature and primary historical documents. Students write creatively, analytically, and persuasively about English and history as a combined discipline as well as give oral presentations in individual and group settings. The complexities, demands, and pace of this curriculum require that students have or are developing a capacity for abstract thought, independent inquiry, and resourcefulness. Two sections of this course meet as a large group every day for 85 minutes (two periods).

## Introduction to Journalism level 8

OPEN TO FRESHMEN  
PREREQUISITE: NONE  
.5 ELECTIVE CREDIT ENGLISH

This course does NOT substitute for required English 1. This year-long course introduces students to the fundamentals of journalism, focusing primarily on newspaper and magazine writing. Students explore the foundations of reporting and editing through intensive writing workshops and reporting assignments in the school and community. They learn how to generate story ideas, conduct interviews, write stories for a variety of purposes (news, sports, features, and opinions), and edit for style. Basic layout, design, and desktop publishing using the computer are also covered. This course prepares students for positions on the freshman and sophomore newspapers and for Advanced Journalism. Freshmen in this course are strongly encouraged to write for, edit, and manage *The Focus*, the freshman newspaper.

## Sophomore Courses

### English 2-Enriched level 2

OPEN TO SOPHOMORES  
PREREQUISITE: ENGLISH 1  
1.0 MAJOR CREDIT

This team taught course provides extensive writing practice in order to hone skills for formal papers and responses; students will write and submit several pieces per quarter, allowing for constant teacher feedback. This practice helps to develop strong writing discipline and skills, while helping students to find their writing voice. Practice in narrative, expository, and persuasive writing offers a comprehensive range of genre. Students will also develop skills in research and information processing, learning to find and evaluate credible sources. Close reading and annotating are also a focus; analysis and discussion of literature will be through the lens of self-reflection and one's place in society.

### English 2 level 2

OPEN TO SOPHOMORES  
PREREQUISITE: ENGLISH 1  
1.0 MAJOR CREDIT

Literature and composition are integrated to reinforce thinking skills and a student's ability to develop and express ideas accurately, precisely and convincingly. In literature, students will compare and contrast authors' treatment of ideas, explore character motivation and discover thematic patterns. There is a particular emphasis on teaching reading strategies (e.g. inferences and annotations). In writing, students will respond to literature through various modes, ranging from an analytical to a personal approach. There is a particular emphasis on developing an idea and organizing it coherently.

## English 2 level 3

OPEN TO SOPHOMORES  
PREREQUISITE: ENGLISH 1  
1.0 MAJOR CREDIT

This course focuses on characteristics of the literary genres in 18th through 21st century works, developing reading strategies suitable to each type on the literal, interpretive and evaluative levels. Themes include the individual's search for self-definition and the contending forces within human nature. Language and composition emphasize logical, concrete, and expanded development of a thesis and address the major modes of written expression. The study of grammar and usage is in the context of accurate, precise, and convincing expression.

## English 2 level 4

OPEN TO SOPHOMORES  
PREREQUISITE: ENGLISH 1  
1.0 MAJOR CREDIT

This course includes an intensive study of challenging literature in a variety of genres and periods by British, American, and world authors. It emphasizes an analysis of universal themes and archetypes: the emergence from innocence to experience through the struggle for self-knowledge; critical examination of the art and craft of the writing; and relationships among the works across time and periods. Composition modes include comparison and contrast, cause and effect, narrative, argument, and other discourses. Students study grammar and usage in the context of language for development of rhetorical style.

## Advanced Journalism level 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE  
1.0 MAJOR CREDIT

This course does NOT substitute for required English. This *year-long* course offers a sophisticated exploration of journalism beyond the basics of reporting and editing. Advanced reporting concepts such as multiple source articles, research techniques, writing editorials and commentaries, alternative leads, and interpreting statistics challenge students to expand their stories. Editing is approached as a leadership position in which the editor must work with reporters to ensure balanced and fair articles that are supported by facts and quotations. Specific issues in journalism are an important part of the Advanced Journalism course, including student press rights and responsibilities, court decisions, ethical decision making, originality of work, and the impact of technology. Advanced techniques in layout, design, and desktop publishing are also explored. Students enrolled in the course are required to write articles weekly for the *New Trier News* and *Examiner*. This course is required for students applying for editor positions on these publications in their senior year.

## Publications: Trevia level 8

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: APPLICATION AND SPONSOR APPROVAL  
.5 ELECTIVE CREDIT

This course does NOT substitute for required English. This is a full-year course designed for the staff and editors of *Trevia*, allowing them to work on the yearbook with the support of the yearbook sponsor. Staff members learn and put into practice both print journalism and photojournalism, learning the basics of digital photography including camera operation and shooting various types of subject matter including sporting events, performing arts, and candid portraits. Staff members who choose to continue in subsequent years can apply to become editors. The editors conduct staff meetings to make section assignments, design the yearbook, write and edit content, conduct public relations campaigns, and meet with other student organization leaders. This course also offers opportunities for further exploration of what it means to design and bring to fruition a large-scale publication and for meetings with the publication sponsor. Editors should expect to spend several hours a week after school working on the yearbook.

## Junior Courses

### English 3 English 3-Enriched level 2

OPEN TO JUNIORS  
PREREQUISITE: ENGLISH 2  
1.0 MAJOR CREDIT

This course focuses on the diversity of American voices, exploring elements of the constantly evolving American identity covering such themes as spirituality, nature, race, gender, sexuality, politics, and social mobility. Texts will include classic and contemporary novels, poetry, essays and film. In addition to a study of literature, we will continue to build on critical thinking, reading, writing, and research skills as we prepare throughout the year for the Junior Theme project. Oral communication skills will be addressed through individual and group presentations.

### English 3: American Dreams and Realities level 3

OPEN TO JUNIORS  
PREREQUISITE: ENGLISH 2  
1.0 MAJOR CREDIT

This course considers the dreams to which Americans have aspired and the realities they have encountered as they tried to fulfill their dreams. Texts, class discussions, and projects focus on the rich cultural, philosophical, and political diversity of a people trying to realize their dreams. Composition emphasis focuses on the proof of an arguable thesis and the development of persuasive arguments. Attention is paid to the development of a cogent and clear style. An analytical research paper relevant to American culture and ideas develops the skills of research, organization, and synthesis.

## AP Language and Composition: English 3 level 4

OPEN TO JUNIORS  
PREREQUISITE: ENGLISH 2  
1.0 MAJOR CREDIT

The AP English Language and Composition course is designed to give students multiple opportunities to work with the rhetorical situation, examining the authors' purposes as well as the audiences and the subjects in texts. Students write in a variety of modes for a variety of audiences, developing a sense of personal style and an ability to analyze and articulate how the resources of language operate in any given text. Because students live in a highly visual world, they also study the rhetoric of visual media, such as photographs, films, and advertisements. In concert with the College Board's *AP English Course Description*, the course teaches "students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA)." Students work within the framework of American literature to develop critical reading skills, which determine the sequence of reading instruction in this course. The yearlong Junior Theme research project requires independent reading and thus affords students the opportunity to read many great American writers, thereby enhancing the American literature experience. *This course prepares students for the AP® English Language and Composition exam.*

## English 3-Team: American Studies levels 9 & 4

OPEN TO JUNIORS  
PREREQUISITE: ENGLISH 2  
1.0 MAJOR CREDIT ENGLISH & 1.0 MAJOR CREDIT SOCIAL STUDIES

American Studies encourages students to appreciate the richness and diversity of the United States by exploring its culture from an interdisciplinary perspective. Through an inquiry-based study of American narratives using artifacts (novels, films, poems, primary source documents, short stories, and others), American Studies integrates the disciplines of English and social studies. Key questions about the American experience help unify the course by erasing disciplinary distinctions between social studies and English; attempting to answer these key questions, students – and instructors – pursue a larger understanding of what it means to be an American. Learning activities include reading, research, composition, reflection, and oral presentation, in both individual and collaborative modes.

American Studies is a *team-taught, double-period* course. Two sections meet together daily in a large-group setting for 85 minutes. Students should expect to complete daily homework equivalent to two major courses. As instructors seek to create an integrated experience for students, the majority of assessments will be common between the two disciplines. This course fulfills the New Trier graduation requirements in both junior English and U.S. History, and students receive grades in both courses. As in all junior English courses, American Studies students are required to complete a junior theme experience.

## IGSS Junior Integrated English levels 9 & 4

OPEN TO JUNIORS  
PREREQUISITE: ENGLISH 2  
1.0 MAJOR CREDIT ENGLISH

Students in IGSS (Integrated Global Studies School) Junior Integrated English develop their skills in reading, writing, and thinking by focusing on texts primarily from the American tradition. This work develops the connections between all IGSS disciplines (Science, English, and Social Studies). The goals outlined for junior English students guides the IGSS curriculum, and a strong focus is placed on writing. Students work on expository, persuasive, narrative, and creative pieces, with an emphasis on writing as a process. In particular, the juniors work on an extended research paper that utilizes evidence from multiple sources.

IGSS Junior English students come to understand not only the power and use of ideas as they helped shape our national identity but also that the health of our entire planet depends on the open-minded, critical, and imaginative uses of these ideas.

## Advanced Journalism level 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE  
1.0 MAJOR CREDIT

This course does NOT substitute for required English. This full-year course offers a sophisticated exploration of journalism beyond the basics of reporting and editing. Advanced reporting concepts such as multiple source articles, research techniques, writing editorials and commentaries, alternative leads, and interpreting statistics challenge students to expand their stories. Editing is approached as a leadership position in which the editor must work with reporters to ensure balanced and fair articles that are supported by facts and quotations. Specific issues in journalism are an important part of the Advanced Journalism course, including student press rights and responsibilities, court decisions, ethical decision making, originality of work, and the impact of technology. Advanced techniques in layout, design, and desktop publishing are also explored. Students enrolled in the course are required to write articles weekly for the *New Trier News* and *Examiner*. This course is required for students to write for the *New Trier News* and to apply for an editor position on the publication in their junior or senior year.

## Publications: NT News level 8

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: ADVANCED JOURNALISM OR DEPARTMENT APPROVAL  
.5 ELECTIVE CREDIT

This course does NOT substitute for required English. This is a full-year course designed for editors of the *New Trier News* and *Examiner* allowing them to work on these publications with the support of the journalism teacher. The editors conduct meetings to make story assignments, design the newspaper, report and write stories, edit stories. This course also offers opportunities for further exploration of issues presented in the Advanced Journalism course. Editors should expect to spend several hours a week after school working on these publications.

## Publications: Trevia level 8

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: APPLICATION AND SPONSOR APPROVAL  
.5 ELECTIVE CREDIT

This course does NOT substitute for required English. This is a full-year course designed for the staff and editors of *Trevia*, allowing them to work on the yearbook with the support of the yearbook sponsor. Staff members learn and put into practice both print journalism and photojournalism, learning the basics of digital photography including camera operation and shooting various types of subject matter including sporting events, performing arts, and candid portraits. Staff members who choose to continue in subsequent years can apply to become editors. The editors conduct staff meetings to make section assignments, design the yearbook, write and edit content, conduct public relations campaigns, and meet with other student organization leaders. This course also offers opportunities for further exploration of what it means to design and bring to fruition a large-scale publication and for meetings with the publication sponsor. Editors should expect to spend several hours a week after school working on the yearbook.

## Senior Courses

All senior courses have equivalent requirements in composition and reading and include instruction in advanced language skills appropriate to each level. With the exception of Journalism, all courses fulfill the New Trier English requirement for graduation. Specific courses are offered if staff availability and registration warrant.

### AP Literature and Composition: English 4 level 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

AP Lit-Comp explores the range of world literature, from ancient to contemporary, and places authors in dialogue with one another across time and culture. The course explores the themes of both internal and external dislocations following characters either alienated from their own culture, or in conflict with a different culture. First semester focuses on the study of poetry, novella and novel as forms, while second semester focuses on drama and film. The course is a college-preparatory writing course that exposes students to a variety of kinds of writing: personal, academic, creative, and research-based. Students are expected to be active participants in teacher-led discussions, and will be expected to lead at least one discussion each semester with a partner. *This course prepares students for the AP English Literature and Composition exam and meets the demand, pace, and expectations of the senior 4-level program.*

### AP Literature and Composition: Great Books level 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

This course uses major texts from mostly the Western tradition in order to examine the question: What is the meaning of life? Each quarter focuses on a different perspective: first quarter considers answers from philosophy; second from political philosophy; and third from religious and atheistic thinkers. During the fourth quarter, students engage in the topic of love and present an exhibition of their own meaning of life. In AP Great Books, students read a balance of fiction and non-fiction to help them engage in what Mortimer Adler described as the “great dialogue,” a conversation that has been conducted for well over two thousand years. Writing is a vital element of this course as students use critical, reflective, expository, and narrative pieces in order to deepen their understanding of what they read and what they personally believe. *This course prepares students for the AP English Literature and Composition exam. This course meets the demand, pace, and expectations of the senior 4-level program.*

## Creative Writing level 3

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

Creative Writing is a workshop course in which students discover, analyze, and apply the methods used in various forms of writing including memoir, fiction, poetry, and drama. Emphasis is on experimentation and practice, taking cues from short stories, plays, poems, and screenplays as models for study. Students increase their understanding of how writing is structured to create particular effects, and they are encouraged to see connections between their own writing, their classmates' writing, and the writing of classical and contemporary authors. As a community of writers, students read, write, and share their work in a safe space that provides constructive criticism for all writers. Creative Writing meets the English graduation requirement if taken for a grade. It may also be taken as an enrichment course (for grade or P/NC) if taken concurrently with another senior English course.

## Social Change in Literature: English 4-Enriched level 2

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

This is a literature and composition course in which students examine the nature of human conflict through the integrated study of classical and contemporary literature, graphic novels, art, and cinema. Themes include our quest for self-identity, individualism in cultural and social context, and the origins of conflict. Diverse writing experiences include the college, personal, and narrative essays, which emphasize critical analysis and creative expression. The course culminates with a senior demonstration project that engages students in creative autobiographical storytelling or in a project related to individual interests.

## Global Voices level 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

This course engages students in a comparative study of literature from Africa, Asia, Europe, and Latin America. Global Voices explores multicultural literature and engages students in discussion, critical thinking, writing, and creative expression. While literary criticism and definition are typical composition modes for this class, writing in the course also includes non-fiction narratives, specifically the college essay, as well as proposal issues and evaluation essays of the student's choice. By expanding their cultural boundaries, students embrace diversity and challenge prejudice, while recognizing their role as global citizens. *This course meets the demand, pace, and expectations of the senior 4-level program.*

## Good and Evil in Literature level 9

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

This course wrestles with the concepts of Good and Evil and the ways they impact and inform our codes of conduct, value systems, punishments, and rewards. These complex ideas are examined as they are represented in diverse texts, focusing on the religious, societal, and individual definitions of Good and Evil. The objective of this course is for students to pose and debate essential questions by applying literary texts to their own lives. Such questions may include: Are Good and Evil created by humans, or by something outside of us? How have beliefs of Good and Evil created society's concepts of law, ethics, and morality? How do we decide what is "wrong," or what constitutes a crime? What does it mean to be "good" in the eyes of society? Through writing, small group projects, and extensive debates, students explore these issues and their implications from their own ethical viewpoints.

## Great Books level 3

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

Through active reading of literature and philosophy, students in this course grapple with the enduring ideas of Western civilization, including issues of gender, social justice, religion, and education. Great Books is designed for students who want to strengthen and hone their analytical reading skills through engaging in intellectual inquiry and participating in daily discussions of the complex issues. Students are expected to be active participants and to lead at least three discussions with a partner each semester. With this primary focus on generating student-led discussions that question the veracity of author's ideas as well as application of those concepts to our modern world, the Great Books method helps students understand the role of reading and critical analysis.

## Humanities level 9

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

From the cave paintings of Lascaux to the skyscrapers of Chicago, man has used the arts—painting, literature, philosophy, architecture—to understand and to claim his place in the world. Humanities examines each of these disciplines in hopes of creating well-rounded observers who will be better able to understand a shared cultural heritage and appreciate the wonders of the world that surround us. Students will consider definitions of art through paintings viewed during an autumn excursion to the Art Institute; read ancient writers and philosophers and see how their wisdom applies to our world; and will examine architecture, the art we live in, and explore its functions on a spring river cruise. Students will react, write, and present original critiques of all that they study so that they may appreciate the role the arts play in their daily lives.

## IGSS Senior Integrated English levels 9 & 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

Students in IGSS (Integrated Global Studies School) Senior Integrated English develop skills in reading, writing, and thinking by working with relevant examples of both fiction and non-fiction. The sources used may include some American authors, but the emphasis is on various global perspectives. Through class-based and independent projects, the students develop connections between all IGSS disciplines (English, Social Studies, and Art). The goals outlined for senior English students guide the IGSS curriculum, and a strong focus is placed on writing. Students work on expository, persuasive, narrative, and creative pieces, with an emphasis on writing as a process. IGSS Senior English students come to understand not only the power and use of ideas as they connect global communities (for better and worse) but also that the health of our planet depends on the open-minded, critical, and imaginative uses of these ideas.

## Literature and Film levels 2 & 3

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

Literature and Film expands students' critical thinking skills through the analysis of film and literary texts, ranging from classical works to contemporary literature. The course helps students explore a variety of essential questions and thematic subjects to think critically about what it means to be a citizen of the world in the 21st century. Carefully sequenced literature and film pairings guide students to examine the ways film and literary style create meaning. Through guided discussions and a variety of challenging writing experiences, students will learn to better critically discern and appreciate the intentionality underlying authorial and directorial choices. All students are required to attend four movie nights at the Wilmette Theater and a nominal fee of \$20 will be assessed for the theater rental. These films are part of the curriculum and form a basis for discussions, arguments, and assessments throughout the year.

## Literature and Psychology level 2

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

This senior elective course is designed for students interested in applying different psychological theories to understand and analyze characters in literature. Throughout the year, students will use texts as case studies to consider the following questions: How is the mind organized? How does the mind cope with difficulties? What is mental illness, and how does society treat individuals who have it? How do individuals and families cope with grief? How does the perception of gender impact our behavior? The literature of the course addresses some mature and sensitive issues such as grief, suicide, abuse, and depression. The course demands a close reading of non-fiction works detailing psychological theories, and will require students to apply that understanding to literature through their writing.

## Literature and Psychology level 3

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

Our relationships with one another and with the world are more mysterious than we care to admit. This elective is designed for students who are interested in better understanding the mysteries of the human psyche and personality development by approaching literature from a psychological perspective. In other words, characters in literature are studied as "case examples" in which the psychological dimensions of their conflicts are examined. Topics include creativity and madness, repression and culture, and dreams and fairy tales. Class discussion is based on readings and personal reflection. Drawing on their study of Freud and Jung, students also keep a journal as a way to see and begin to understand the patterns developing in their lives.

## Myth and Mind level 3

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

This course is a study of worldwide mythologies, religions, and philosophies that examine the great questions of human existence. Students examine classical and contemporary literature, art, music, and film for their universal ideas. These topics include situational and character archetypes, the battle between good and evil, personal journeys, the quest for self-fulfillment, and the heroic concept. The course emphasizes both traditional and contemporary portrayals of these ideas. In addition to class discussion and presentation, students showcase their interpretations with a variety of creative works, including written interpretation, poetry, short stories, fairy tales, musical compositions, and other alternative forms of expression.

## Senior Writers' Seminar level 9

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

This *year-long* intensive writing course is designed for students who would like to build on their strong writing foundation by experimenting with the literary techniques of creative non-fiction. Through formal and informal writing activities, students craft personal essays, memoirs, and exploratory essays, among other non-fiction forms. Students also read a wide range of fiction and non-fiction texts, but they do so as writers, discovering and analyzing literary techniques they can incorporate in their own writing. The course emphasizes a close examination of the writing process. Students practice invention strategies, compose multiple drafts, sharpen their revision skills, and compile a portfolio of their course work.

## Senior Writers' Seminar level 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

This is a *year-long* intensive writing course designed for students who possess strong writing skills and want to further challenge themselves by experimenting with the literary techniques of creative non-fiction. Through formal and informal writing activities, students craft personal essays, memoirs, exploratory essays, and literary analysis, among other non-fiction forms based on personal experience. Students also read a wide range of fiction and non-fiction texts, but they do so as writers, discovering and analyzing literary techniques they can incorporate in their own writing. The course emphasizes a close examination of the writing process. Students are expected to strive for greater depth in the revision of their writing, seeing that meaningful revision is far reaching, not simply a sequence of editing from draft to draft. This philosophy is applied to each composition, with the first semester culminating in a portfolio of the student's course work. This course meets the demand, pace, and expectations of the senior 4-level program.

## Shakespeare's Literary Traditions level 9

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3  
1.0 MAJOR CREDIT

This course examines how Shakespeare speaks to that universal need to question one's identity, probe the power of authority, and exalt in our common humanity. Students will better understand the Bard's influence in shaping our world as well as their own personal experiences. They will read contemporary texts that speak to parallel 17th-century themes, write about relevant global issues, and utilize a performance-based approach that transcends time in their study of the plays. Students will also view live theater performances.

## Advanced Journalism level 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE  
1.0 MAJOR CREDIT

This course does **NOT** substitute for required English. This full-year course offers a sophisticated exploration of journalism beyond the basics of reporting and editing. Advanced reporting concepts such as multiple source articles, research techniques, writing editorials and commentaries, alternative leads, and interpreting statistics challenge students to expand their stories. Editing is approached as a leadership position in which the editor must work with reporters to ensure balanced and fair articles that are supported by facts and quotations. Specific issues in journalism are an important part of the Advanced Journalism course, including student press rights and responsibilities, court decisions, ethical decision making, originality of work, and the impact of technology. Advanced techniques in layout, design, and desktop publishing are also explored. Students enrolled in the course are required to write articles weekly for the *New Trier News* and *Examiner*. This course is required for students to write for the *New Trier News* and to apply for an editor position on the publication in their junior or senior year.

## Publications: NT News level 8

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: ADVANCED JOURNALISM OR DEPARTMENT APPROVAL  
.5 ELECTIVE CREDIT

This course does **NOT** substitute for required English. This is a full-year course designed for editors of the *New Trier News* and *Examiner* allowing them to work on these publications with the support of the journalism teacher. The editors conduct meetings to make story assignments, design the newspaper, report and write stories, edit stories. This course also offers opportunities for further exploration of issues presented in the Advanced Journalism course. Editors should expect to spend several hours a week after school working on these publications.

## Publications: Trevia level 8

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: APPLICATION AND SPONSOR APPROVAL  
.5 ELECTIVE CREDIT

This course does **NOT** substitute for required English. This is a full-year course designed for the staff and editors of *Trevia*, allowing them to work on the yearbook with the support of the yearbook sponsor. Staff members learn and put into practice both print journalism and photojournalism, learning the basics of digital photography including camera operation and shooting various types of subject matter including sporting events, performing arts, and candid portraits. Staff members who choose to continue in subsequent years can apply to become editors. The editors conduct staff meetings to make section assignments, design the yearbook, write and edit content, conduct public relations campaigns, and meet with other student organization leaders. This course also offers opportunities for further exploration of what it means to design and bring to fruition a large-scale publication and for meetings with the publication sponsor. Editors should expect to spend several hours a week after school working on the yearbook.

## Reading and Writing Support Program

Students and teachers may use the services of reading specialists to aid in the diagnosis of reading abilities and the development of effective reading strategies. Diagnostic and teaching services of the reading specialists are also available for classes and individual students and teachers. In addition support programs are available on each campus to help students with reading and writing needs.

### Reading and Writing Support level 8

OPEN TO FRESHMEN  
PREREQUISITE: NONE

The Reading and Writing Support program at the Northfield campus meets one day a week during the student's study hall or free period. Students receive assistance with reading and writing assignments in all subject areas and work with a reading and writing aide to build their understanding of reading strategies and writing skills. Enrollment in the program does not in any way affect the student's enrollment in other courses. The program offers a dedicated time in which students can receive support from an aide who has been trained in reading and writing assistance.

### Reading and Writing Strategies level 8

OPEN TO SOPHOMORES  
PREREQUISITE: NONE

The Reading and Writing Strategies program at the Winnetka Campus provides assistance to sophomore students who can benefit from extra support in developing their literacy skills. Students work with Reading and Writing Center peer tutors and teachers to build their understanding of vocabulary strategies, reading comprehension strategies, literary analysis strategies, and writing skills. Students are recommended at the end of freshman year by their English teachers and the English Department Coordinator. They are enrolled for first semester, 2 days per week, during off-science lab periods. Enrollment may be continued in second semester.

**Media** students examine and produce film, video, and audio content as trusted storytellers, ethical reporters, and effective team members. Students investigate current events, personal experiences, and differing points of view to become responsible citizen-artists. Students compose original work using sophisticated narrative skills and specialized equipment.

## Media Courses

### Freshman Media Production

OPEN TO FRESHMEN  
PREREQUISITE: NONE  
.5 ELECTIVE CREDIT

This course introduces students to the world of media making and analysis. It is designed as an overview of a variety of media genres, disciplines and formats. Units include Hollywood-style storytelling, radio production, video and audio post-production, as well as creating narrative, documentary and experimental short film content. Students will develop skills to analyze and evaluate media messages critically as both consumers and producers. Students will develop content for WNTN 88.1 FM and contribute video segments to a new TV show being produced by broadcast journalism students. This course is recommended for students interested in pursuing the film production and broadcast curricula at the Winnetka campus. *This course fulfills the graduation requirement for fine and/or practical arts.*

### Broadcast Journalism 1

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE  
1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

This course introduces students to the fundamentals of broadcasting for radio, television, and other digital video and audio media. Students work in different collaborative roles to write, record, edit, and produce a number of specialized projects including talk radio shows, podcasts, television and radio news, remote television broadcasts and documentary-style short films. Units also feature journalistic ethics, the art of the interview, and writing for viewers and listeners. Tools of the class include cameras, lighting and sound equipment, and digital editing software. Assignments require collecting footage and covering events outside of class. Student work will be shared on school media outlets such as WNTN Radio and a new TV show broadcast out of the Winnetka campus. Students are also encouraged in this course to enter their work in national and regional broadcasting contests and festivals. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Broadcast Journalism 2

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
 PREREQUISITE: BROADCAST JOURNALISM 1  
 1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

This course further advances student skills and experiences in television and storytelling. Students will work in different collaborative and leadership roles to write, film and edit a number of specialized projects that will be part of a weekly news show produced at the Winnetka campus. Students will also create news-style documentary short films throughout the school year on and off campus and submit these to regional contests and festivals. Tools of the class include cameras, lighting and sound equipment, editing software and access to our sound stage for TV and documentary production. Work will be displayed on school media outlets. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Film Production 1

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
 PREREQUISITE: NONE  
 1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

This course introduces students to storytelling, using film and sound production techniques and the principles of screenwriting. Students will work in different collaborative roles to write, shoot, edit, and produce narrative and documentary films throughout the year while learning classic Hollywood techniques of storytelling. Tools of the class include cameras, lighting and sound equipment, and digital editing software. Assignments require collecting footage outside of class. Student work will be shared on school media outlets and students are also encouraged in this course to enter their projects in national and regional film festivals. This course builds a strong foundation for students interested in creating and producing original and commercial film, screenwriting, and broadcast journalism. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Film Production 2

OPEN TO JUNIORS AND SENIORS  
 PREREQUISITE: FILM PRODUCTION 1  
 1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

This course focuses on screenwriting and directing. Students analyze professional screenplays and write their own original work. In addition, they will work in different collaborative roles to learn how a screenplay is used to communicate with crews, actors, and audiences effectively. Students will develop their narrative scriptwriting skills with particular attention to dialogue and story structure. Assignments require collecting footage outside of class. Student work will be shared on school media outlets and students are also encouraged in this course to enter their projects in national and regional film festivals. Students will also begin development on their film school college submission screenplays in the spring and then be provided the tools to produce these in the first semester of Film 3. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Film Production 3

OPEN TO SENIORS  
 PREREQUISITE: FILM PRODUCTION 2  
 1.0 MAJOR CREDIT AT LEVEL 9 / .5 ELECTIVE CREDIT

This course brings together skills, knowledge and experience gained in Film Production 1 and 2 in the art and craft of screenwriting, directing, cinematography, and editing. In this individualized course, students will complete narrative or documentary film projects. For each project, students will create a "pitch" consisting of a script breakdown and production schedules. Students will be responsible for securing crew and talent under the supervision of the instructor. Students will fine tune their creative portfolios and resumes to be college submissions ready. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Advanced Media Production/WNTH Radio Board 1, 2, & 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
 PREREQUISITE: SELECTION FOR THE WNTH BOARD  
 .5 ELECTIVE CREDIT

This course is designed to provide theory and practical experience for students interested in advanced work in radio production. Students refine technical skills such as mixing sound elements, communicating with music production companies, sports broadcasting, producing and directing feature-length programs in the areas of news, public affairs, music, and drama, and studio engineering. Course work also includes cooperative evaluation of WNTH programming to help maintain the quality of New Trier radio. The radio control room and studio is the lab for all production work. Only those students selected to serve on the WNTH board will be enrolled in this course. *This course fulfills the graduation requirement for fine and/or practical arts.*

# ENGLISH AND MEDIA

## Course Classifications

Each course has a six-digit number. The fifth digit, “3” identifies the semester(s) the course is offered; full-year courses are assigned a “3” to represent both semesters. The sixth digit indicates the level.

### English

Eng 1-T: World Studies .....	N202134
Eng 1-T: World Studies .....	N202139
English 1 .....	N200132
English 1 .....	N200133
English 1 .....	N200134
Introduction to Journalism.....	N224138
EL English Resource .....	W200138
English 1-E .....	N201132
EL English 1 Writing.....	W200139
EL English 1 Reading.....	W292139
EL English 2 Writing.....	W200239
EL English 2 Reading.....	W292239
EL English 3 Writing.....	W200339
EL English 3 Reading.....	W292339
EL English 4 Writing.....	W200439
EL English 4 Reading.....	W292439
English 2 .....	W210232
English 2 .....	W210233
English 2 .....	W210234
English 2-E .....	W211232
Eng 3-T: American Studies.....	W222334
Eng 3-T: American Studies.....	W222339
English 3 .....	W220332
English 3 .....	W220333
AP Lang & Comp: English 3.....	W220334
IGSS Jr English .....	W270334
IGSS Jr English .....	W270339
English 3-E .....	W221332
Literature and Film.....	W232432
Literature and Film.....	W232433
Adv Journalism.....	W224233
Publications: NT News.....	W224038
Publications: Trevia.....	W224338
Social Change in Literature: English 4-E.....	W231432
AP Lit & Comp: English 4 .....	W230434
Creative Writing.....	W233433
Great Books .....	W234433
AP Lit & Comp: Great Books.....	W234434
Sr Writers' Seminar.....	W235434
Sr Writers' Seminar.....	W235439
Humanities.....	W236439
Lit & Psych.....	W237432
Lit & Psych .....	W237433
Myth & Mind.....	W238433
Global Voices .....	W239434
Good & Evil in Lit .....	W240439
Shakespeare's Literary Traditions .....	W241439
IGSS Sr English.....	W270434
IGSS Sr English.....	W270439

### Media

Freshman Media Production.....	N157138
Film Production 1.....	W157238
Film Production 2.....	W157338
Film Production 3.....	W157638
Adv Media Production/WNTH Board 1 .....	W157438
Adv Media Production/WNTH Board 2 .....	W157438
Adv Media Production/WNTH Board 3 .....	W157438
Broadcast Journalism 1 .....	W157538
Broadcast Journalism 2 .....	W157738