

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study
Nonfiction 1-2

I. Overview

- Course Title: Nonfiction 1 and Non-Fiction 2
- Authors: Erin Schneider and Lisa Kemp
- Redwood, Drake, Tamalpais
- Length of Course: 2 semesters
- English
- Grades: 10th, 11th and 12th
- No; this is a prerequisite to an advanced course: Advanced Journalism
- Students seeking to advance to Advanced Journalism must be published each semester, maintain a grade of a B- or higher and submit a portfolio of their work.
- This is not an integrated course.
- Prerequisites: none
- Co-requisites: 10th graders must be simultaneously enrolled in English 3-4
- UC (b) approved.
- Requirements satisfied: (A-G, elective)

II. Introduction

Nonfiction is a year-long course in which students polish their nonfiction and analytical writing through personal essays, more complex articles, persuasion, reviews, satires, and analysis. They will study writing techniques and style in works of nonfiction, newspapers and online media sources. They will improve the quality of their writing by writing extensive, structured papers, either expressive or analytical, and then by modifying or adapting these papers for publication. Students learn about the components and requirements of several genres of journalistic writing. In addition, using non-fiction books, students make comparisons between different styles and genres of journalistic writing.

Course Goals are as follows:

III. Course Content

Note: Most learning goals are from the Common Core.

Stage 1 Desired Results

Unit I: News, Politics and Investigative Reporting (Possible literary works: All the President's Men, A Reporter's Life)

<p>ESTABLISHED LEARNING GOALS CCSS- Literacy w.9-10.1, 9-10.2, 9-10.4, 9-10.5, 9-10.6</p> <p>CCSS-Literacy RI9-10.2</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ➤ Interview sources to elicit a story. ➤ Identify the challenges for reporters in investigating news stories and events. 	
	<i>Meaning Making</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Accurate journalism requires multiple sources. - Because journalism is inherently revelatory, reporters are often challenged to get sources to be on the record. - The structure of a journalistic piece varies depending upon the source, style and objective. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● To which code of ethics should all journalists adhere? ● What responsibility does the press have? ● Is it possible for the press to go “too far” in reporting? ● What constitutes a “good” news story?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The different types of stories in a newspaper ● The parts of a news story and sports story ● APA formatting ● Ethical rules of journalism 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Writing a sports or news story ● Constructing and executing an interview that elicits useful information

Students will learn about the different types of news stories and the elements and composition of a newspaper that influences the response of the audience. Students will study, learn about and practice interviewing subjects to gather information and ideas for a story. Throughout the unit, they will learn and refine strategies to gather information for a news or sports story then draft, revise and publish a news story as you analyze the strategies and dilemmas of the reporter(s) profiled in the texts. They will demonstrate their understanding of what makes a “good” news story by learning and practicing critique and feedback of peer work.

Stage 2 - Evidence

Learning Goals

Measured:

CCSS-Literacy
w.9-10.1, 9-10.2,
9-10.4, 9-10.5, 9-
10.6

Success Criteria: Sports or News Story

- Starts with a clear lead (SNL or descriptive)
- Spells all names correctly.
- Mixes summarizing and direct quoting (3+), introducing source first. The story comes from the sources.
- Quotes sources accurately.
- Has a clear angle (Why does this story matter? What’s unique?)
- Uses engaging (not cliché) quotes to tell the story.
- Uses an active verb in the headline.
- Does not have a conflict of interest (all sources are independent of the writer)
- Uses proper AP Style grammar and punctuation.
- Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Uses clear, well-lit photos with creative composition.

Sample Assessment: News or sports story for publication in the newspaper or on the school website.

Assignment: Students choose a news topic or sports story that is current and has a school angle with the goal of getting published. The process involves interviewing sources, shooting photographs related to the topic and constructing a multi-draft article. Students use the students on the newspaper staff as peer editors of their work and utilize feedback to polish their piece.

Stage 3 – Learning Plan

<p>Learning Goals Addressed:</p> <p>ELA-Literacy WHST 9-10.8</p>	<p>Sample Assignment:</p> <p>Goal: Students will learn how to elicit useful information from sources for use in a news or sports article.</p> <p>After listening to podcast interviews and practicing interviewing techniques on a classmate in class, students will identify and confirm a source, research the background of the source and his/her relationship to the article topic and construct a series of interview questions. We will have a class session to review the preliminary interview questions in pairs so that each student has questions that will enable their source to elaborate on his/her ideas and experience. Students will learn which questions are more likely to elicit complex and detailed responses from sources. Students will also learn which quotes are best paraphrased and which are best to be used as a direct quote.</p>
	<p>Differentiated Approaches: Include descriptions of how to meet the needs of diverse learners in the context of the sample assignment above (2-3 examples recommended).</p> <ul style="list-style-type: none">- Students who struggle to focus on audio will be given a podcast transcript and assisted in identifying the ways in which the questions are designed to be most effective.- Students for whom English is their second language will have the opportunity to conduct an interview or listen to an interview in their first language in order to identify the types of questions that work best.

Stage 1 Desired Results

Unit II: Biography and Feature Writing (Possible Literary works: *Zeitoun*, *Born a Crime*, *Boys in the Boat*, *And the Band Played On*)

ESTABLISHED LEARNING GOALS	<i>Transfer</i>	
<p>CCSS-Literacy W.9-10.3</p> <p>Write narratives to develop real ... events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ➤ Use a biographical profile to make a point. ➤ Evaluate an author's tone to determine the extent to which he/she is no longer objectively telling a story. 	
	<i>Meaning Making</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - A single person's experience can illuminate facets of society. - A risk of working with a source over a long period of time is that a reporter may miss some aspects of his/her personality. - Photojournalists use composition, light and color to make a point through their images. - Media organizations and journalists use multiple resources to produce a feature that illuminates a topic or idea. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● As unbiased journalists, how do we help people tell their stories? ● What strategies can be used in an uncomfortable interview? ● How does a reporter show empathy, yet stay distant enough so as not to favor one source over another? ● How can a photographer's choice of photos change the way readers perceive a source? ● How is a feature story different from a news story?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Determine an author's point of view or purpose 	

	<ul style="list-style-type: none"> ● Distinctions between denotations and connotations of words which affect credibility of source. ● The effects of political discourse on events such as Hurricane Katrina ● Rules of writing included in Strunk and White's <i>Elements of Style</i>. [Here is a cheat sheet of these rules.] 	<p>in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <ul style="list-style-type: none"> ● Distinguishing between initial and reflective news coverage of a topic.
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Students will continue to explore the journalist's craft as we read a book that is not about journalism but is a genre of journalism: the personal story. We will consider how journalists choose their subjects and how they struggle to remain objective even as they develop a deep connection to their subject. Students will also recognize the role time plays in the unfolding of a story and significance of perspective and distance in developing an understanding of an event and its significance.

Stage 2 - Evidence

<p>Learning Goals Measured: CCSS ELA-Literacy RI 9-10.3</p>	<p>Success Criteria: Analysis of Bias in Media Coverage</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear claim as to the bias that is uncovered. <input type="checkbox"/> Responses to questions are complete with specific evidence to support the claims. <input type="checkbox"/> Choices of media coverage (3) are each explained briefly with specific information about likely angle, audience and objective.
	<p>Sample Assessment: Written Analysis of Bias in Media Coverage</p> <p>After watching several examples of media coverage of Hurricane Katrina and reading a media analysis by Center for Investigative Reporting, students will select from a series of events and view/read three (3) accounts of the chosen event. Each student will then write a ¾ page analysis of the media coverage of the event noting the following:</p> <ul style="list-style-type: none"> - How does perspective affect the reporting? - Which language contributes to the bias in the coverage?

	- To what extent is time a factor in either increasing or decreasing the objectivity of the reporting?
Stage 3 – Learning Plan	
Learning Goals Addressed: Students will learn that language intentionally or unintentionally creates bias. Students will learn that political agendas influence media coverage.	<p>Sample Assignment: Analysis of Media Coverage Using a hyperlinked computer sheet, students read and view a series of news reports about Hurricane Katrina and identify the words and phrases that appear to create bias. Students then read an analysis of the media coverage of Hurricane Katrina. The analysis looks at framing and tone of media coverage. Students then compare their own evaluation with that of the writer of the analysis in a series of short responses.</p> <p>Differentiated Approaches:</p> <ul style="list-style-type: none"> - EL Students will be provided with a sheet with simplified language and phrasing for the questions; all media sources will have closed captions if not subtitles. - Students choose from a series of types of biases (racial, gender, political) because some are more easily recognized.

Stage 1 Desired Results	
<i>Unit III: Data Journalism</i> (Possible texts: <i>Nickel and Dimed</i> , <i>Fast Food Nation</i> , <i>The Beauty Myth</i> , <i>Homeless Families in America</i>)	
ESTABLISHED LEARNING GOALS (e.g. standards at the local, state and/or national level)	<i>Transfer</i>
	<i>Students will be able to independently use their learning to...</i> ➤ Construct an argument using multiple types of evidence.
	<i>Meaning Making</i>

<i>*can be referenced by number</i>	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● That journalistic opinion pieces and editorials include both bias and factual data. ● An editorial is different from an opinion piece in a few fundamental ways. ● The impacts of opinion articles can have broad effects on a community. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● How does one balance opinion and fact for best impact? ● What constitutes a well-written opinion piece? ● What is an editorial? ● How can opinion pieces affect our community? ● What is the difference between causation and correlation?
	<i>Acquisition</i>	
	<i>Students will know...</i> <ul style="list-style-type: none"> ● The difference between correlation and causation. ● That effective arguments require several types of data including: statistical, anecdotal, analogical, authoritative 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Designing surveys ● Aggregating data ● Demonstrating ideas gleaned from surveys through graphic and visual means

In the third unit, students engage with data and editorial/opinion writing to begin to understand distinctions between causation and correlation as they read professional pieces of data journalism and construct their own data sets. They read excerpts from texts such as *Fast Food Nation*, and *Nickel and Dime* as well as view some videos and read a magazine feature as we engage in discussions and evaluations of appropriate data collecting and conclusions. Students will write short opinion pieces after gathering evidence to make a point. They become proficient at the process of selecting topics and identifying possibilities for data sources in order to construct an argument. Many of the skills honed in this unit build on the argumentative writing students have used in other classes including social studies and science.

Stage 2 - Evidence

<p>Learning Goals Measured: <i>*can be referenced by number</i></p>	<p>Success Criteria (e.g.. Learning progression, rubric, proficiency scale, etc.)</p> <ul style="list-style-type: none"><input type="checkbox"/> Opinion is clearly stated in a unique way.<input type="checkbox"/> Argument includes appeals to ethos, pathos and logos with at least three types of evidence.<input type="checkbox"/> Language and tone is appropriate to the subject and is objective.<input type="checkbox"/> Counterargument is presented clearly and refuted completely.<input type="checkbox"/> The article ends with a call to action that is clear and appropriate to the argument.<input type="checkbox"/> Infographic makes a point on its own without explanation. All text assists in clarifying the information and the data is not distorted by the choice of graphics.<input type="checkbox"/> [OR] Political cartoon uses text and hyperbole to make a point that correlates with the argument in the opinion piece.
	<p>Sample Assessment: Opinion piece with infographic</p> <p>After reading excerpts from books and articles, that use data to make an argument, students will choose their own topic and develop process piece that is adheres to the conventions of journalistic opinion pieces. The 700-900 word article is accompanied by an infographic or a political cartoon.</p>

Stage 3 – Learning Plan

<p>Learning Goals Addressed: <i>*can be referenced by number</i></p>	<p>Sample Assignment: Creating a data set</p> <p>After examining effective and ineffective surveys, students will create their own surveys to produce data to be used in an opinion piece. In pairs, students first evaluate a set of questions as to their likelihood of revealing the information desired. Then each student designs their own set of questions. Here is the handout for the assignment.</p>
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	<p>Differentiated Approaches:</p> <ul style="list-style-type: none"> - EL Students- Survey questions may be written in their native language then teacher or aid translates for the survey. - Students who struggle with completing these types of assignments will have a check in with their counterpart/mentor on the school newspaper.
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Stage 1 Desired Results

Unit IV: True-Crime and Review Writing (Possible literary works: *In Cold Blood*, *Born on the Fourth of July*, *Mountains Beyond Mountains*)

<p>ESTABLISHED LEARNING GOALS CCSS-ELA- Literacy.RL.9-10.2 RL.9-10.3 RL.9-10.5 W.9-10.1</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ➤ Write a review of a business, music, art, film or literature. 	
	<i>Meaning Making</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Reviews involve more than just satisfaction or dissatisfaction with the object of the review. ● Ethical concerns such as libel are important considerations when reviewing local businesses. ● Journalists can undermine their own credibility when they get too “close” to a source. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How is the purpose of review writing both different from and the same as other forms of journalism? ● How is the style of review writing different from other forms of journalism? ● What constitutes a well-written review? ● What ethical concerns surround reviewing a local business?

		<ul style="list-style-type: none"> ● How can a journalist's proximity to a source undermine his/her credibility?
Acquisition		
	<p>Students will know...</p> <ul style="list-style-type: none"> ● How true-crime novels use details of a crime event to create suspense yet possibly undermine the credibility of the journalist. ● The components of an effective review. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> ● Gathering useful information for a review. ● Presenting the information in a review in an engaging way. ● Evaluating the structure of a work of nonfiction to determine potential for unreliable information or inferences.

This unit uses a true -crime novel, biography or autobiography as the object of evaluation in the same way that journalists evaluate restaurants, music, art and film in print. As students read a book constructed of re-telling of real events, we research and read other accounts of the same events and discuss the similarities and the ways in which perspective and objective influences a story. Simultaneously, students will read and listen to reviews of books and films to observe the components of an effective review then practice writing reviews.

Stage 2 - Evidence

<p>Learning Goals Measured: CCSS ELA-Literacy.w.9-10.2.b,c,d,e,f</p>	<p>Success Criteria: Review Rubric</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly states opinion(s) and backs up with a wide variety of evidence from the film/ book that relates. Clear lead and angle. Clear headline. <input type="checkbox"/> Refers to other books, movies, or works of art to show and analyze their relationship. <input type="checkbox"/> Background research is apparent. <input type="checkbox"/> A deeper question is explored. <input type="checkbox"/> There is at least one detailed description of a scene that contributes to the overall point.
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	<ul style="list-style-type: none"> ❑ The response to the prompt presents a point to the review beyond simply evaluating the work. ❑ No Errors: AP style, spelling, grammar, punctuation, caps & paragraph format.
	<p>Sample Assessment: Review of a Book or Film</p> <p>A review includes both background and research as well as an evaluation of the book <i>In Cold Blood</i> or the film <i>Capote</i>. A successful student researches the background of time and is able to comment on the strengths and weaknesses along with the background of the author, story, etc. The response to the prompt presents a point to the review beyond simply evaluating the work.</p>
<p>Stage 3 – Learning Plan</p>	
<p>Learning Goals Addressed: CCSS-ELA-Literacy.RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4</p>	<p>Sample Assignment: Passage Analysis</p> <p>In an in-class setting, students analyze a passage from the book using the format of context-claim-commentary. Students are provided a choice of prompts and use a single class period to write a detailed analysis using some of the same thinking skills that will be employed on the final assignment of a review of the book or film.</p>
	<p>Differentiated Approaches: sample assignment above</p> <ul style="list-style-type: none"> - For EL students, the choices of passages are more brief and straight forward. Students are also given questions to answer to assist in the analysis. - Students who struggle with reading and/or critical thinking are also given questions to answer to assist in the analysis. - All students have a choice of passages so that hopefully one is from the part of the book they know best.

Stage 1 Desired Results

Unit V: Conflict Reporting and Multimedia Production (Possible literary works: *The Killing Fields, A Reporter's Life, Life and Death in Shanghai*)

<p>ESTABLISHED LEARNING GOALS</p> <p>CCSS- Literacy.RI.9-10.3</p> <p>CCSS- Literacy.W.9-10.2</p> <p>CCSS- Literacy.SL.9-10.5</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ➤ Recognize the dangers journalists encounter in reporting the news from areas of conflict. ➤ Create a documentary-style short film that makes a point on a topic of their choosing. 	
	<i>Meaning Making</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Conflict reporting involves additional challenges for journalists. ● Technology can make conflict reporting both more dangerous and undermine the credibility of the work of journalists. ● A feature article includes a combination of material from source interviews as well as independent research to tell a story while also making a point. ● Documentary film shorts use a variety of elements to make a clear point while telling a story within a short period of time. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How has war reporting changed historically? ● How do factors such as gender influence the stories that are told about foreign conflicts? ● How has technology and other facets of journalism changed the way wars are reported? ● How do documentary filmmakers use many of the same elements as print journalists to tell a story? ● What constitutes a well-written feature piece?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The challenges for reporters of conflicts. 	<p><i>Students will be skilled at...</i></p>

	<ul style="list-style-type: none"> ● The political and social consequences of reports in areas of conflict. ● The components of an effective and engaging documentary film. 	<ul style="list-style-type: none"> ● Using material from source interviews to tell a story. ● Using several different elements of filmmaking such as incorporation of text, stills, b-roll material, interview footage, music, voiceovers and editing to create a clear, consistent message.
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In this unit, we discuss and debate the unique aspects of war reporting as well as its necessity in a time when journalism is evolving rapidly. Unlike the other units of the course, this unit predominantly involves learning about the craft of journalism through reading with shorter writing pieces meant to provide practice at literary analysis rather than journalistic writing. Students write a feature-style piece to go along with a brief video. The final project is a documentary style video that provides a close-up perspective on one facet of your feature.

Stage 2 – Evidence

<p>Learning Goals Measured: CCSS ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and</p>	<p>Success Criteria: Final Documentary Film</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focused angle clearly tells a story in an engaging way. <input type="checkbox"/> Clear mood throughout. <input type="checkbox"/> Transitions through the story are smooth. <input type="checkbox"/> Senses evoked with a variety of angles, music, & B-roll. Music enhances mood. <input type="checkbox"/> Camera focus & sound are always clear. Volume is consistent/ balanced appropriately. <input type="checkbox"/> No errors: AP style, spelling, grammar, punctuation, caps. Text present is explanatory and succinct. <input type="checkbox"/> Length & title screen or intro produce clarity in message. <input type="checkbox"/> Powerful central figure(s) & reliable source(s) add to the story’s strength. <input type="checkbox"/> Written supplementary data source(s) illuminate the angle OR are showcased with infographic(s).
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<p>evidence and to add interest.</p>	<p>Sample Assessment: Documentary Film (connected to feature article)</p> <p>Students choose a topic, interview at least two sources, plan a storyboard, film both interviews and B-roll material, construct a continuous video that has been edited and reviewed by both students and the teacher and present their final product to the class.</p> <p>As students are working on their film, the class views, analyzes and evaluates several documentary film shorts including from PBS Point of View and past student projects.</p>
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Stage 3 – Learning Plan

<p>Learning Goals Addressed: CCSS-ELA-Literacy.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Sample Assignment: Decision-making in Conflict Reporting</p> <p>As part of a three-day lesson on war reporting, students role-play a journalist for a particular media organization. Using this sheet, Students evaluate various events during the Iraq war [can be updated with a more recent conflict] to determine how best to gather and provide accurate and useful information given a variety of considerations including: intended audience, anticipated reaction, need for U.S. military safety, safety and access to information by journalists, etc. Students share out their decisions to the class who role-play the media organization who employs the “journalist” (student). Students learn the complexities of conflict reporting from both the perspective of journalists and media organizations.</p>
	<p>Differentiated Approaches:</p> <ul style="list-style-type: none"> - EL students may be paired with a student with more fluent English so that the research of the information on the events is easier and the presentation of the decisions to the class do not provide unnecessary challenge that dilute the learning objectives. - Students may choose a conflict they are more familiar with. - Students may use video and other sources of information to learn about the events of the conflict if he/she is a slow reader.

IV. Instructional Materials: Suggested textbook(s), materials, equipment and resources

A. Materials

Teachers of Nonfiction will teach a selection of the following titles to guarantee consistency throughout the district.

Core Selections:

Bernstein, Carl and Bob Woodward	All the President's Men
Carson, Rachel	Silent Spring
Crane, Stephen	The Open Boat
McPhee, John	Table of Contents
Mitford, Jessica	The American Way of Death
New York Times reporters	Children of the Shadows
Noah, Trevor	Born a Crime
Schanberg, Signey	The Killing Fields
Strunk, William and E.B. White	The Elements of Style
Capote, Truman	In Cold Blood
Dinesen, Isak	Out of Africa
Brown, Daniel James	Boys in the Boat
Zinsser, William	On Writing Well

Supplementary Readings:

Alexander, Shana	Talking Woman
Baldwin, James	The Fire Next Time
Brady, John	The Craft of Interviewing
Bragg, Rick	All Over But the Shoutin'
Brown, Claude	Manchild in the Promised Land
Carroll, James	Basketball Diaries
Dillard Annie	An American Childhood
Fadiman, Anne	The Spirit Catches You and You Fall Down
Fainaru-Wada, Mark & Williams, Lance	Game of Shadows
Hessler, Peter	Rivertown: My Two Years on the Yangtze
Hurston, Zora Neal	Dust Tracks on the Road
Kidder, Tracy	Mountains Beyond Mountains
Kovic, Ron	Born on the Fourth of July

Kozol, Jonathan Rachel and Her Children	Homeless Families in America
Krakauer, Jon	Into the Wild
McBride, James	The Color of Water
McCall, Nathan	Makes Me Wanna Holler
Marquez, Gabriel	News of a Kidnapping
Rodriguez, Richard	Hunger of Memory
Sacks, Oliver	The Man Who Mistook His Wife for A Hat
Schell, Jonathan	The Fate of the Earth
Schlosser, Eric	Fast Food Nation
Susskind, Ron	A Hope in the Unseen
The Freedom Forum	Death by Cheeseburger
Weiner, Jonathan	Beak of the Finch
Wolf, Naomi	The Beauty Myth
Wolfe, Tom	The Right Stuff
Allende, Isabel	Paula
Bradlee, Ben	A Good Life
Cheng, Nien	Life and Death in Shanghai
Graham, Katherine	Personal History
Cronkite, Walter	A Reporter's Life
Dorris, Michael	Broken Cord
Eiseley, Loren	The Immense Journey
Gates, Henry Louis	Colored People: A Memoir
Gleick, James	Chaos
Goodall, Jane	The Chimpanzees of Gombe
Mailer, Norman	A Fire on the Moon
Read, Piers	Paul Alive
Ryan, Joan	Little Girls in Pretty Boxes
Shilts, Randy	And the Band Played On
Staples, Brent	Parallel Time: Growing Up In Black and White
Tateishi, John	And Justice of All: An Oral History of the Japanese-American Detention Camps 27-9
Theroux, Paul	Riding the Iron Rooster
Turkel, Studs	The Great Divide
Wolfe, Tom	The Right Stuff

Books/Resources for Teacher:

Gadda, George	(Subject A Chief Reader) Teaching Analytical Writing APA Guide to Style
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B. Students will also learn elements of photography, layout, design and video. The following materials are necessary for these objectives.

- Mac Computers with InDesign
- Digital SLR cameras such as Canon Rebel along with auxiliary equipment (tri-pods, battery packs, sim cards and audio recorders)

Revised: 10/19/05

Updated: 10/30/08

Revised: 11/13/18