



Fairfield Ludlowe High School - Fairfield Warde High School

THE EVOLUTION OF GENDER PERSPECTIVES THROUGH LITERATURE

Insert Teacher Name

Insert Room Number

Insert Full Year/Semester

Insert Period

Insert Email Address

COURSE DESCRIPTION

This semester course primarily focuses on the analysis of the changing portrayal of identity roles in literature, film, and popular culture. In addition to gender analysis, students will also analyze other identities that relate to gender. Students will explore cultural assumptions about various identities in literary texts and cultural artifacts. Students are encouraged to analyze texts from multiple perspectives and become familiar with literary theories related to markers of identity. Critical thinking, class discussions, analyzing cultural artifacts, and independent/field research are integral components of this course. Major assessments may include a memoir that focuses on gender, an exploratory essay, a research paper/project on a contemporary issue, an analysis of contemporary icons, and creative projects. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.

COURSE OBJECTIVES

Students should:

- examine traditional and contemporary male and female constructs.
- explore how gender is portrayed in novels, short stories, poetry, drama, myth, and non-fiction.
- explore gender roles in the culture through films, music, and the media.
- examine how popular culture creates and reinforces messages about gender.
- analyze personal assumptions.
- analyze existent societal power structures and how they operate within gender, class, sexual orientation, and race.
- write in inventive and analytical ways in order to expand and deepen ideas of identity.
- read print and visual texts from critical perspectives.
- explore and evaluate multiple perspectives in order to broaden one's own thinking.

UNITS OF STUDY

- The Portfolio
- Unit 1: The Language of and Influences on Gender

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- Unit 2: Deconstructing and Reimagining Cultural Notions

COURSE POLICIES AND REQUIREMENTS

GRADING

Cumulative/ In- Progress Grading

- 10% of the grade will be based on formative assessments, homework completion, or behavior (see FPS BOE [Policy 6154.1AR](#))
- 90% will be based on assessments

End of Course Grade

- 80% of the overall course grade will reflect the student's mastery of course content and skills during the school year through the Cumulative/In-Progress Grade.
- 20% of the Semester course grade will be based on the Final Assessment.

In addition, please see [Policy 6146.1AR](#) for additional information on grade reporting and late work.

MATERIALS

Insert Course Materials Here (ie. Textbook, Binder, Calculator, Highlighters)

EXPECTATIONS OF STUDENTS

FPS District Guidelines for use of A.I.

Insert Course Expectations Here (including those for the use of AI in your class. See the AI guidelines for consistent language)

WRITING CONFERENCES

Writing conferences are meetings between an English teacher and student outside of class to discuss the student's work. They are an integral part of the Fairfield Public Schools' high school English program. Each student is required to participate in at least one writing conference per semester and at least three throughout the year.

When should students schedule conferences?

Writing conferences can occur during any stage of the writing process: generating ideas, gathering evidence, drafting, editing, revising, and reflecting. A student might use a writing conference to deepen understanding and hone skills, including conceptual understanding, logical thinking, organization, development of ideas, integration of support and detail, grammar, and/or mechanics. For some assignments, teachers might require students to schedule

conferences. **For the first conference of the semester, I am happy to work with you on your ideas or drafts of College Application essays.**

How do students schedule conferences?

Sign up for Writing Conferences using the “Writing Conference” App on Classlink.

Can students schedule conferences to discuss reading assignments?

Yes. Developing and deepening an understanding of course content are inextricably connected to writing assignments.

Are students limited to three writing conferences each school year?

No. Students may schedule more than three writing conferences as long as teachers have room in their schedules and the opportunity to meet with all of their students.

Are writing conferences a part of English elective courses?

Yes. Students in English electives are expected to participate in writing conferences.