



# English Department

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# Course Title: American Literature

**Department:** English

**Prerequisites:** None

**Textbooks:** Material and resources prepared by individual instructors; all required texts are made available through the campus bookstore, and all instructors use some common titles/authors.

Please note that titles may vary from one year to the next in order to keep titles and topics current.

## **Course Objectives:**

1. Students will become familiar with the personal background of the featured American writers.
2. Students will be able to comfortably verbalize their thoughts and ideas on the literature studied through classroom discussion, competitions, and presentations.
3. Students will be able to recognize and discuss the social climate of America during the periods of literature studied.
4. Students will learn how to critically analyze and assess literary works through the identification of literary elements, such as symbolism, allegory, characterization, tone, etc.
5. Students will be able to recognize and define over 200 vocabulary words associated with standardized tests, such as the ACT and SAT.
6. Students will be able to prepare a well-written essay utilizing the practices of brainstorming, drafting, re-writing, and editing before presenting a complete and thorough work.

## **Course Overview:**

This course is designed to take the student from the pre-revolutionary period of American literature through modern times. The various periods and units studied include Romanticism, Realism, Modernism, The Harlem Renaissance, Post-Modernism, Contemporary, and Women in American Literature. In addition to each literary selection, a brief background of the writer's life and times, along with other works, is presented to the student. The course also focuses on the use of English grammar, development of one's writing skills, and familiarity of ACT/SAT vocabulary.

### **Itemized Details of Course Content:**

**ACT/SAT** standard vocabulary is practiced weekly throughout the semesters. Two hundred words are introduced and tested by years' end.

**Grammar** is a component to this course that is on-going and imperative.

**Writing:** Generally one essay is assigned per marking period is assigned. The subject matter varies with teacher discretion; however, personal reflection; argumentative, and creative formats may be explored.

### **First Semester:**

The semester begins with a pre-grammar quiz assessment of students' knowledge before coursework begins. Grammar is then reviewed and practiced throughout the course of the semester. Post-grammar testing takes place on the mid-term exam and final exams. Grammar will also be tested extensively during second semester.

The first week of school involves testing over the summer reading selections to assess comprehension and completion. Testing involves both a writing sample provided on the first day of school and a written exam, usually administered without prior discussion. These measures serve to establish parameters for current students' abilities and performances.

Literature studied: (the order of instruction may change based on teacher discretion and individual instructor)

- Review the early works of the Puritan and Pre-Revolutionary/Revolutionary writers
- Introduce Romanticism and its selected writers, both short stories and poetry will be studied

(Washington Irving, Edgar Allan Poe, Walt Whitman, Emily Dickinson)

- Study of the Transcendentalists vs the Anti-transcendentalist writers (Hawthorne/Emerson)
- Study of *The Catcher in the Rye* and how it relates to today's world; views on banned book titles
- Study of the Moral Dilemma through the works of Tobia's Wolff's *The Night in Question*.
- Miscellaneous short stories as assigned to further our study of American authors.

**Second Semester:** The second semester involves almost a full marking period's instruction on grammar, often introducing practices unfamiliar to the entire class, such as verbals, dangling modifiers, etc. A separate workbook may be used, as well as handouts provided by the instructor.

Literature studied: (the order of instruction may change based on teacher discretion and individual instructor)

- Introduction to a short unit on the science-fiction and regular works of Ray Bradbury
- The study of the Modern Age and the social climate in the U.S. during this time.
  - Sub-categories of this unit include works by the expatriates and Harlem Renaissance writers
- Continued study of grammar as the term progresses
- Unit on Realism and its writers (may include Jack London, Stephen Crane, Mark Twain, and Ambrose Bierce.
- Study of the biography/memoir (*Tuesdays with Morrie* by Mitch Albom) and the discuss and preparation of written work that reflects on one's own life as well as lessons learned from the reading.
- One Flew Over the Cuckoo's Nest* is used to examine the thinking of the counterculture with regard to its opinions on the mentally-impaired and mainstream culture's "right" to make such distinctions.
- Miscellaneous short stories used to introduce brief sampling of various American writers.

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# Course Title: AP World English Literature Syllabus 2019/2020

## Course Description:

AP World English Literature offers students an opportunity to further their knowledge of/in literature, grammar and composition. The course will minimally present all of the essential and core expectations provided in the Michigan High School Grade Level Content Expectations (GLCEs) for “AP English” credit toward the Michigan Merit Graduation Requirements and a State-endorsed HS Diploma.

## Objectives:

Participation in this course is designed to bring about a comprehensive understanding and appreciation of human life as we know it here on Planet Earth, our unique means of leaving behind a LEGACY and HISTORY of COMMUNICATION – and to improve our own COMMUNICATIVE COMPETENCE in reading, writing and speaking. Some of the major goals include the development of your own personal two (2) sets of vocabulary/nomenclature, an understanding of simple and complex literature of all genres, and working towards college and career readiness in terms of generating documents. The ultimate outcome, however, is to pass the AP Exam in May, 2020 with a score of 3, 4 or 5 to position yourself to earn college credit.

**Textbooks:** As ordered and announced.

## Course Content (Units):

### Semester 1:

Composition  
Grammar/Vocab  
Novels  
Poetry  
Syntax  
Linguistic Activities

### Semester 2:

Novels (cont).  
Short Stories  
Documentaries  
Op/Eds  
Parables  
Technical Writing

# Course Title: AP English Literature Grading Policy

Homework is typically worth 10 points.

Major essays, projects, quizzes, exams, tests and other assessments are worth 50 points.

All grades and completed/corrected work will be posted at StMarysPrep.com via Net Classroom.

**AP English Literature grades will be proficiency based:**

Grades will reflect meaningful work tied to the standards and expectations designated for this specific course and will be translated to letter grades based on the St. Mary's Prep Grading Scale.

***Students must successfully complete FOUR (4) years of ENGLISH LANGUAGE COURSE-WORK to meet the Michigan Merit Graduation Requirements in Language Arts. ½ (.50) Credit is earned for successful completion of a 1 (one) semester class.***

Successful completion of this course will be accomplished when a student has earned a passing grade in the summative mean of 3 marking-periods and 1 final exam in a semester.

To earn a full credit, students must successfully complete 2 semesters of AP English Literature.

## **Classroom Rules:**

Come to class prepared to learn. (Ink-pen, paper, textbook and notebooks).

Start now – do **NOT** use pencil(s). They are unprofessional.

Respect all people and property. (School property, personal property, and others' property).

Respect all ideas given and shared in class.

Students are expected to behave in a courteous and respectful manner to the instructor and to each other.

Students are expected to be sitting in their seats and ready for class to begin by the time the “bell rings”. Failure to comply will result in the student being marked tardy.

All work must be completed in ink or typewritten. Please do not use pencils.

Wait for a word or sign of dismissal by the teacher before departing the classroom for any reason.

Classes will be held here in Prep Classroom 207.

“Food-stuffs, Beverages, **Phones** and Hooded Gear” are not allowed in class unless authorized; follow all school rules related to dress-code. (Plain Water in a sealed/capped container or bottle is OK).

#### **Extra Credit:**

Extra credit is typically NOT available in this class as your focus should be on assigned work.

#### **Make-up work:**

Late work is not generally accepted unless a mitigating circumstance determined by the instructor is deemed valid AND correspondence is attempted/executed prior to the due date BY THE STUDENT.

#### **“Unit Assessment” part of grade:**

No “curving” of tests will occur; no dropping of lowest scores.

No “extra credit” or “test corrections” will be used nor implemented.

Test questions will be selected from the set of available pool questions and often include essays.

Review for Exams will always be conducted – always ...

- My expectation for any written work assigned OUTSIDE of CLASS is MUCH HIGHER than that assigned in-class wrto spelling, grammar and syntax.

# Course Title: Creative Writing

**Department:** English

**Length:** 1 semester

**Textbooks:** None required

## Course Goals and Objectives:

Creative Writing is an elective class designed to focus on each student's unique talents and abilities in written creative expression. Students will be challenged and pushed to become better writers throughout this course. This class will be a safe environment for all students to express themselves and grow together. Students need not worry about creative skills at the start of the course; the classroom experiences will be dedicated to improvement no matter what the initial writing level.

## Course Description:

This course focuses on writing in a variety of genres. The purpose of this class is to encourage students to cultivate the habits, attitudes and flexibility of a professional writer in a professional writing community. Students will be expected to enter final products into professional and/or student contests as well as the school's yearbook, to conference with the instructor, participate in writer response groups, research and read contemporary published authors, keep and regularly write in a writer's notebook, experiment with and revise writing routinely, and focus on ACT writing as well as college argumentative essays.

## Itemized Course Details:

- Getting to Know You writing assignments
- Sentence structure and construction
- Side bar paragraphs for yearbook
- Reflection writing based on various essays explored in class
- ACT Writing activities, practice, and practice tests
- Study of different authors and their writing styles
- Elements of short stories
- Writing short stories
- Peer editing
- Elements of poetry
- Writing poetry
- Argumentative techniques and guidelines
- Argumentative college-level essay instruction
- Writing argumentative essays



# Course Title: PFD 300-2: Debate

Humanities Department  
Fall Semester (only)

**Course Pre-Requisites:** a prior speech class would be helpful but not required.

## Requirements Textbook:

Lincoln-Douglas Debate: Values in Conflict (2<sup>nd</sup> Edition) by Jeffery Wiese & Stan Lewis

## Requirements Materials:

Pencils and/or pens  
5-inch binder  
Computer & printer

## Additional Requirements:

**Students are required to attend and compete in two (2) competitions.**

**The tentative dates of the competitions are:**

9/26	LD training:	<b>Roeper</b>
10/10/18	Tournament	LD, PF <b>NDP</b>
10/24/18	Tournament	LD, PF <b>Catholic Central</b>
11/7/18	Tournament	LD, PF <b>Frankel Academy</b>
11/14/18	Tournament	LD, PF <b>Orchard Lk St. Mary's</b>
11/28/18	Tournament	LD only <b>Orchard Lk St. Mary's</b>
12/5/18	Qualifiers	LD only <b>The Roeper School</b>

## Course Description:

This course provides instruction and practice in the art of public speaking, specifically focusing on Lincoln Douglas debate. Students will train to compete in at least two (2) DCFL (Detroit Catholic Forensics League) tournaments required for the successful completion of this course. Major political and ethical issues will be research, discussed, and analyzed for the purposes of developing skills relating to case-writing, rebuttals, cross-examinations, analytical thinking, and political and moral philosophy.

## Chapters Covered:

### Unit 1: Value Argumentation: History, Rules and Theory

Chapter 3: A Consideration of Values

Chapter 4: Rules and Stock Issues in Lincoln-Douglas

Chapter 5: The Big Three: Value Comparison, Value Criteria, and Value Application

**Unit 2: Developing a Lincoln-Douglas Case**

Chapter 6: Case Building and Contextual Research

Chapter 7: Philosophers and Concepts

Chapter 11: Affirmative and Negative Constructives

**Unit 3: Refutation and Rebuttals**

Chapter 12: Rebuttals: Arguments and Class

Chapter 13: Affirmative Rebuttals: Coverage and Crystallization

Chapter 14: Negative Rebuttals: Strategies and Responsibilities

Chapter 15: Cross-Examination: Goals and Techniques

Chapter 16: Argument Fallacies and Tests of Evidence

Unit 4: Mechanics of Lincoln-Douglas Debate

Chapter 18: Using Your Preparation Time

Chapter 21: Judge Adaption

# Course Title: English 9

**Department:** English

**Number of Semesters/Credits:** 1 year (2 semesters); 1.0 credits earned upon completion.

**Prerequisites:** High School Placement Test, Reading of *Brothers Forever* and completion of summer response paper.

**Required Texts:** *The Old Man and the Sea, Lord of the Flies, The Boys and The Boat*

**Optional Texts (Depending on English 9 teacher):** *The Norton Introduction to Literature, Of Mice and Men, The Things They Carried, King of the World*

**Course Goals/Objectives:** Students will learn to analyze popular literature and poetry, gain a comprehensive understanding of grammar, develop a strong vocabulary, and continue to improve their writing skills.

## Course Description:

**General Overview:** English 9 students will learn the fundamentals of grammar, critical reading, and analytical writing by reading, discussing, and writing about the works of literature perused in the class.

Itemized Details of Course Content:

First Semester (The order of instruction may change based on teacher discretion)

- A) Parts of Speech
- B) Punctuation Rules I.E. Commas, Semicolons, and Etc.
- C) Complex Sentence Structures
- D) Building Vocabulary
- E) Reading, Annotating, and Understanding Nonfictional Articles
- F) Reading, Annotating, and Understanding Fiction Novels
- G) Literary Devices I.E. Foreshadowing, Irony, Focus Shift, and Etc.
- H) Comparison Paper Writing
- I) Interpreting Allegorical Texts

J) Thesis Paper Writing

Second Semester (The order of instruction may change based on teacher discretion)

A) Reading, Annotating, and Understanding Fiction Short Stories

B) Response Paper Writing

C) Subject/Verb Agreement

D) Noun/Pronoun Agreement

E) Building Vocabulary

F) Reading and Analyzing Poetry

G) Memorizing and Presenting Poetry

H) Reading, Annotating, and Understanding Plays

I) Thesis Paper Writing

<b>Course Title:</b>	English 10 – Survey in Literature and Composition
<b>Department:</b>	English
<b>Length:</b>	2 semesters; 1.0 credits earned upon successful completion of the course
<b>Prerequisites:</b>	sophomore status, English 9.

**Textbooks:**

*Night*, Elie Wiesel  
*Between Shades of Gray*, Ruta Sepetys  
*Oedipus The King*, Sophocles  
*The Odyssey*, Homer  
*Beowulf*, Anonymous  
*The Canterbury Tales*, Geoffrey Chaucer  
*Macbeth*, William Shakespeare  
 Sonnets and various poems supplied by the instructor  
*1984*, George Orwell  
*Vocabulary Workshop*, Shostack (LEVEL E)  
*The Bedford Handbook*, Hacker

**Course Goals and Objectives:**

Students will work extensively at the development of both grammatical and rhetorical expertise as they compose their own written projects and essays on a regular basis. Students are required to write using MLA formatting and correct documentation procedures.

**Course Description:**

Tenth graders are required to continue their language arts studies with a course that surveys various literary classics from the great books and contemporary literature.

**Itemized Details of Course Content:**

First Semester (the order of instruction may change based on teacher discretion)

- a) Mastering 100 Literary Terms (Abstract – Zeugma)
- b) The Greek Play and Aristotle’s Theory of Tragedy from POETICS
- c) *Oedipus The King*
- d) Writing and Perfecting the Essay
- e) Vocabulary (150 words)

- f) Epic Poems and Epic Conventions
- g) *The Odyssey*
- h) *Beowulf*
- i) Crafting Sentence Types
- j) Grammar
- k) Epic Conventions Essay
- l) *The Canterbury Tales* - Prologue
- m) Midterm Exam

Second Semester (the order of instruction may change based on teacher discretion)

- n) Vocabulary II (150 words)
- o) *The Canterbury Tales*
- p) Creative Writing Portfolios
- q) *Macbeth*
- r) Re-introduction to Poetry
- s) Petrarchan/Italian – Spenserian – English/Shakespearean Sonnets
- t) More Grammar
- u) *1984*
- v) Three Day Grammar Exams
- w) Final Exam

# Course Title: PSL 201-6: ESL II (English As a Second Language II)

ESL Department

Number of Semesters: 2

## Required Texts:

*The Blue Book of Grammar and Punctuation* by [Jane Straus](#), [Lester Kaufman](#), [Tom Stern](#)

*Contemporary Topics 3(3<sup>rd</sup> Edition)* by David Beglar & Neil Murray

*Improving Vocabulary Skills (4<sup>th</sup> Edition)* by Sherie L.Nist

Website: [http: www.townsendpress.net](http://www.townsendpress.net)

Dictionary/Translator

## Materials Required:

Pencils and/or pens

1 Notebook

1 Folders

**Course Description:** Instruction will focus on English grammatical forms including, but not limited to: verb tenses, plurals, adjectives, adverbials, gerunds, infinitives, connectors, relative clauses, conditions, and reported speech. Using supplemented material, students will be able to strengthen their ability to adequately listen to and understand lectures in order to effectively take notes for academic classes. Skills related to vocabulary building and reading will also be addressed.

**Chapter Covered:** Contemporary Topics 3 (3<sup>rd</sup> Edition)

UNIT 1 COMMUNICATION STUDIES: Slang and Language Change

UNIT 2 CHILD PSYCHOLOGY: The Genius Within

UNIT 3 SOCIOLOGY: Social Status: Flaunting Your Success

UNIT 4 BUSINESS: The Art of Marketing in Global Culture

UNIT 5 COGNITIVE PSYCHOLOGY: Memory

UNIT 6 ANTHROPOLOGY/BIOLOGY: The Science of Love

UNIT 7 ASTRONOMY: Mission to Mars

UNIT 8 POLITICAL SCIENCE: Big Brother and the Surveillance Society

UNIT 9 LINGUISTICS: Animal Communication

UNIT 10 ECONOMICS: The Evolution of Money

UNIT 11 BIOLOGY: The Fountain of Youth

UNIT 12 SOCIOLOGY: Marriage

**Chapter Covered:** *Improving Vocabulary Skills (4<sup>th</sup> Edition)*

**Unit 1:**

Chapter 1: Joseph Palmer

Chapter 2: Telephone Salespeople

Chapter 3: A Cruel Sport

Chapter 4: Bald is Beautiful

Chapter 5: No Luck with Women

**Unit 2:**

Chapter 7: Accident and Recovery

Chapter 8: Animal Senses

Chapter 9: Money Problems

Chapter 10: The new French Employee

Chapter 11: A Cruel Teacher

**Unit 3:**

Chapter 13: Learning to Study

Chapter 14: The Mad Monk

Chapter 15: Conflict Over Holidays

Chapter 16: Dr. Martin Luther King, Jr.

Chapter 17: Relating to Parents

Chapter Covered: The Blue Book of Grammar and Punctuation

**Chapter 1: GRAMMAR**

Finding Nouns, Verbs, and Subjects

Clauses and Phrases

Pronouns

Who vs. Whom

Whoever vs. Whomever

Who, That, Which

Adjectives and Adverbs

Prepositions

**Chapter 2: PUNCTUATION**

Periods

Commas

Semicolons

Colons

Quotation Marks

Parentheses and Brackets

Parentheses

Brackets



Apostrophes

Hyphens

Hyphens between words

Hyphens with prefixes and suffixes

Dashes

Ellipses

Question Marks

Exclamation Points

**Chapter 3: CAPITALIZATION**

**Chapter 4: WRITING NUMBERS**

**Chapter 5: CONFUSING WORDS AND HOMONYMS**

# Course Title: PFD 300-2: Forensics

Humanities Department  
Winter Semester (only)

**Course Pre-Requisites:** a prior speech class would be helpful but not required.

**Required Text:**

Forensics: The Winner's Guide to Speech Contests by Brent C. Oberg

**Requirements Materials:**

Pencils and/or pens  
3GB (min) USB

**Additional Requirements:**

Students are required to attend and compete at two (2) Saturday competitions. (Not including Nat Qualls). The date of the competitions are:

Sequence 1: **1/19** at U of D Jesuit  
Sequence 2: **1/26** at Academy of the Sacred Heart  
Sequence 3: **2/9** at St. Mary's Prep  
Sequence 4: **2/23** at Catholic Central High School  
Sequence 5: **3/2** at Mercy High School  
\*National Qualifiers: **3/16** at Mercy High School

**Course Description:**

Students will learn and practice the art and skills of competitive forensics. Students will train to compete in tournaments in the events of: Original Oratory, Extemporaneous Speaking, Oral Interpretation, Duo Interpretation, Dramatic Interpretation, and Oratorical Declamation. Students are required to participate in at least two (2) DCFL (Detroit Catholic Forensics League) tournaments within the 2<sup>nd</sup> semester of the school year. A portfolio of performances in each forensics category will be completed by the end of the sixth marking period.

**Chapters Covered:**

Chapter 1: Overview  
Chapter 2: Original Oratory  
Chapter 3: Extemporaneous Speaking  
Chapter 4: Interpretation of Literature

# Course Title: Honors English 9

**Department:** English

**Number of Semesters/Credits:** 1 year (2 semesters); 1.0 credits earned upon completion.

**Prerequisites:** High School Placement Test, Reading of *Brothers Forever* and completion of summer response paper.

**Required Texts:** *The Old Man and the Sea, Lord of the Flies, The Boys and The Boat*  
*The Norton Introduction to Literature, Of Mice and Men, The Pearl, Nine Stories*

**Course Goals/Objectives:** Students will learn to analyze popular literature and poetry, gain a comprehensive understanding of grammar, develop a strong vocabulary, and continue to improve their writing skills.

## Course Description:

General Overview: Honors English 9 students will learn the fundamentals of grammar, critical reading, and analytical writing by reading, discussing, and writing about the works of literature perused in the class.

### Itemized Details of Course Content:

First Semester (The order of instruction may change based on teacher discretion)

- K) Parts of Speech
- L) Punctuation Rules I.E. Commas, Semicolons, and Etc.
- M) Complex Sentence Structures
- N) Building Vocabulary
- O) Reading, Annotating, and Understanding Nonfictional Articles
- P) Reading, Annotating, and Understanding Fiction Novels
- Q) Literary Devices I.E. Foreshadowing, Irony, Focus Shift, and Etc.
- R) Comparison Paper Writing
- S) Interpreting Allegorical Texts
- T) Thesis Paper Writing

Second Semester (The order of instruction may change based on teacher discretion)

- J) Reading, Annotating, and Understanding Fiction Short Stories
- K) Response Paper Writing
- L) Subject/Verb Agreement
- M) Noun/Pronoun Agreement
- N) Building Vocabulary
- O) Reading and Analyzing Poetry
- P) Memorizing and Presenting Poetry
- Q) Reading, Annotating, and Understanding Plays
- R) Thesis Paper Writing

# Course Title: Journalism I and Journalism II Course Syllabus

**Department:** English

**Number of Semesters:** 1 year (2 semesters); 1.0 credits earned upon successful completion of the course

**Prerequisites:** Successful completion of English 10

**Textbooks:** None Required

## Course Goals:

1. Students will learn publishing industry terminology.
2. Students will become familiar with Walsworth's software, including Online Design.
3. Students will work with various types of technology to produce a "book of memories" such as digital camera, computer, and scanner.
4. Students will apply computer skills and writing skills to the production of yearbook pages.
5. Students will learn interview writing techniques.
6. Students will learn about the business marketing aspects in regards to selling yearbooks, selling personal ads, and selling business ads.

In order to capture and record the current school year for enjoyment and reference in the future, students will:

- write copy and captions in appropriate journalistic style for yearbook
- use good photojournalism techniques
- design a professional, attractive theme-based yearbook
- write effective headlines and captions
- edit, proofread and evaluate their own and others' work
- work cooperatively within time constraints (DEADLINES) and limitations
- learn and use effective sales and promotional techniques

## Course Description:

In this course students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copy writing, editing and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills in this class! Participants gain useful, real world skills in time management, marketing, teamwork, and design principles.

Students will be given challenging real world projects and assignments typical of the graphic design and publishing industries. High quality work is expected and students will be given

opportunities to redo work to meet standards specified during instruction. Classroom activities will include reading, research, projects, and problem solving.

As Journalism I students you will be expected to follow and adhere to the directions of the yearbook editors in Journalism II. Those students have experience and knowledge that will help guide and direct you on a path to creating a successful yearbook. Journalism II students will critique your work and offer ways to improve. Please follow the advice given to assure a successful academic year and a successful yearbook.

As Journalism II students, you will be expected to take on leadership roles. These roles include, but are not limited to: Editor-In-Chief, Design Editor, Photography Editor, People Editor, Sports and Activities Editor, Copy-write Editor, other editing positions, delegating assignments, following through on projects and group work.

### **Student Learning Outcomes:**

Few classes or activities offer the diverse skills that are gained from working on the yearbook:

#### Journalistic Skills

- Concept brainstorming
- Research and Interviewing
- Reporting and Writing: composition, revision, proofreading
- Photography: camera basics, composition, selection & editing
- Graphic Design
- Marketing and Sales

#### Technology Skills

- Computers...hardware and software
- Scanners
- Digital and Traditional Cameras
- Word processing
- Desktop publishing
- Internet
- Uploading files to servers

#### Life Skills

- Communication: listening, questioning, conducting meetings
- Leadership
- Time management & deadline planning
- Project management
- Problem solving
- Organization
- Working well with a team of peers