

# English

English 1

English 1-Team: World Studies

EL Writing/Reading 1, 2, 3, & 4

EL English Resource

English 2

English 3

AP Language and Composition: English 3

English 3-Team: American Studies

IGSS Junior English

## **Reading and Writing Support Program**

Reading and Writing Strategies

Reading and Writing Support

## **Media and Journalism Courses**

Freshman Media Production

Advanced Journalism

Yearbook Journalism

Broadcast Journalism 1

Broadcast Journalism 2

TV & Film 1

TV & Film 2

TV & Film 3

WNTH Radio Board 1, 2, & 3

Publications: New Trier News

Publications: Trevia

## **Senior Electives**

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

Senior Writers' Seminar

Shakespeare's Literary Traditions

Social Change in Literature: English 4-E

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.

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 a junior research paper. **In all English courses, students must complete all major writing assignments in order to receive 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 (Co-Taught) .....	level 2
English 1-Team: World Studies .....	levels 4, 9

### Sophomore English

English 2 .....	levels 4, 3, 2
English 2 (Co-Taught) .....	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 (Co-Taught) .....	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 (Co-Taught) .....	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 who successfully complete English 3-Team, level 9 may register for any 9 or 3 level option senior year.

## 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. Tutors and RWC staff 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 students during their non-science lab or free 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

This 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

This 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

This course focuses on building advanced academic language skills for the expanding group of English Language learners, using an integrated approach to reading and writing instruction. The writing component incorporates grammar study with a writing workshop approach that emphasizes a multistage, process writing. Students focus on academic essay writing in literary analysis and other writing modes to prepare them for future English classes. The reading component focuses on the development of academic reading skills by covering literature in all genres and making connections to content through literary analysis. Students read some of the core literary works of the English department including *The Odyssey* and *Romeo and Juliet*, while drawing connections to themes and stories from their home cultures. Placement is based on students' reading and writing skills and with approval of the EL Coordinator.

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

OPEN TO ALL STUDENTS  
PREREQUISITE: RECOMMENDED PLACEMENT

This course focuses on the development of advanced 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 writing and proofreading skills. A workshop approach emphasizes a multi-stage process, where students apply the elements of brainstorming, planning, drafting, and revision. The writing curriculum mirrors the writing tasks most commonly found in mainstream English classes, only with more support and scaffolding for English learners. The reading class integrates with the writing class, building advanced academic English 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 and non-fiction, including classics of English and American literature to mirror the reading demands of mainstream English courses at New Trier.

## EL English Resource level 8

OPEN TO ALL STUDENTS  
PREREQUISITE: RECOMMENDED PLACEMENT

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 the domains of reading, writing, speaking, listening, and research, while concurrently exploring the themes of Identity and Self-Awareness. 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, fiction, and independent reading. The foundation students gain in their Freshman English classes serves them well for the exploration and study that occurs in subsequent courses. Composition exercises, which assume narrative, persuasive, analytical, and reflective forms, reflect individual responses to the themes and literature studied in each course.

### English 1 (Co-Taught) level 2

OPEN TO FRESHMEN  
PREREQUISITE: NONE

This course is co-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

A primary focus of the course is to develop and reinforce effective reading and writing skills. In the service of that focus, the curriculum is designed to progressively challenge students to develop literal and inferential comprehension skills. Through various genres of literature, students are expected initially to generate a literal understanding of a text and then progress with teacher guidance to make evaluations & predictions, as well as to recognize patterns and confusion. Texts dealing with engaging, contemporary issues coupled with student choices for independent reading are central to the class' overarching goal of helping students becoming life-long readers. Students also 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 complemented by daily note taking and annotating.

### English 1 level 3

OPEN TO FRESHMEN  
PREREQUISITE: NONE

This course explores thematic, universal questions connected to 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 literary analysis, 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

This course explores thematic, universal questions central to works of 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 levels 9 & 4

OPEN TO FRESHMEN  
PREREQUISITE: NONE

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 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. Two sections meet together daily for 85 minutes.

### Level 9

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. Students should be able to focus in the combined class setting, participate in smaller class discussions, and conduct research as part of individual assessment.

### level 4

Students write creatively, analytically, and persuasively about English and history as a combined discipline. The complexities, demands, and pace of this curriculum require that students have or are developing a capacity for abstract thought, independent inquiry, and resourcefulness.

## Sophomore Courses

Sophomore English builds on the foundation set freshman year, repeating and deepening students' skills in reading, writing, speaking, listening, and research. This is the second course in the required four-year English sequence. Students read texts from a variety of genres and time periods, including works from the 19th century, meant to explore the concept of how individuals find themselves in conflict with their own cultures, and how those conflicts resolve for the individual. Courses will expect students to study texts together as a whole group, as well as complete independent reading. Composition exercises will assume narrative, argumentative, analytical, and reflective forms connected to personal experience, texts studied, and research conducted by students. Sophomore courses deepen the foundational writing instruction from freshman year, and students will complete a writing portfolio of selected student work to complete the course.

## English 2 (Co-Taught) level 2

OPEN TO SOPHOMORES  
PREREQUISITE: ENGLISH 1

This co-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

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 critically consider authors' ideas, explore character motivation, and discover literary patterns. There is a particular emphasis on teaching reading strategies. In writing, students will work through various modes, ranging from analytical to research to narrative. There is a particular emphasis on crafting an argument and developing it coherently.



## English 2 level 3

OPEN TO SOPHOMORES  
PREREQUISITE: ENGLISH 1

This course focuses on characteristics of the literary genres by American, British, and world authors, 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. Expository writing and literary analysis are stressed by placing emphasis on the construction of a clear yet more nuanced thesis and a detailed, logical argument that supports an arguable point. Personal narrative and self-reflective writing are also included. 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

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; the individual as alienated from society; 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, and compose both timed and process essays.

# Junior Courses

Junior English builds on the foundation set in freshman and sophomore years, repeating and deepening students' skills in reading, writing, speaking, listening, and research. This is the third course in the required four-year English sequence. Students read texts from a variety of genres and time periods meant to explore the American identity, and the development of American literature as a genre. Courses will expect students to study texts together as a whole group, as well as complete substantial independent reading and research often connected to the completion of a junior research paper of considerable depth and breadth. Composition exercises will assume narrative, argumentative, analytical, and reflective forms connected to personal experience, texts studied, and research conducted by students. A successful completion of a junior research project, **both process steps and paper**, are required for credit in junior English.

## English 3 English 3 (Co-Taught) level 2

OPEN TO JUNIORS  
PREREQUISITE: ENGLISH 2

This course focuses on the diversity of American voices, exploring elements of the constantly evolving American identity. 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 level 3

OPEN TO JUNIORS  
PREREQUISITE: ENGLISH 2

This course considers the complexities of American literature as represented through a diversity of American voices. Through an exploration of multiple textual genres and time periods, students are encouraged to grapple with the cultural, philosophical, and political underpinnings of our country. Course activities ask students to analyze the evolution of an American identity, the expansion of pluralism, and the language used to explore challenging texts. Coursework builds on the skills of critical thinking, discussion, synthesis, and analytical writing, culminating in a junior research paper.

## AP Language and Composition: English 3 level 4

OPEN TO JUNIORS  
PREREQUISITE: ENGLISH 2

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. 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 a range of source material thereby enhancing the American non-fiction 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

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* course. Two sections meet together daily in a large-group setting. 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

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 (English, social studies, and art). 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.

## Senior Courses

Our senior elective program is designed to give students choice in how they want to pursue their last year of English instruction. Different courses will present different ways to read and think about literature, non-fiction, or film, but all senior courses will expect writing, reading, and discussion, including instruction in advanced language skills appropriate to each level. There will be differences in the types of writing and reading expected, so students need to read each course description carefully, as they have been written to provide the core topics, methodologies, texts, and expectations for students. All courses listed here fulfill the New Trier English requirement for graduation. To offer a program of this variety, we ask students to **select two courses of equal interest** at registration; students will be placed in one of those two classes. Specific courses are offered if staff availability and registration permit.

## AP Literature and Composition: English 4 level 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

The AP Literature and Composition curriculum encourages students to critically examine and explore sophisticated literary texts around the theme of characters alienated from their own culture, or in conflict with a different culture. Students will read and discuss across a rich spectrum of genres from contemporary and canonical works of fiction: poetry, novels, drama and film.

Students who register for the course will engage with literary works through a critical examination of an author's language, purpose and structure, drawing conclusions through the classroom discussions that are both teacher and student-led. In addition, students will compose essays that will explore individual and careful reading of literary texts as single artistic units, and in comparison to other artistic texts. Students will also be prepared for the AP Exam through practice experiences in reading and writing modeled after the test.

Core texts and films: *The Metamorphosis* (Kafka), *Silence* (Endo), *Housekeeping* (Robinson), *The Mountaintop* (Hall), *Sweat* (Nottage), *Birdman* (Inarritu).

Students will be expected to produce a variety of writing including personal, academic, creative, and research-based essays. There will be experiences with both timed writing and longer process pieces that will require students to conference with their teachers one-on-one outside of class time. 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. An ability and interest in reading and discussing challenging literary works is central to success in this class. This course prepares students for the AP English Literature and Composition exam.

## AP Literature and Composition: Great Books level 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

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.

This course is built upon both the Great Books Methodology, and Adler's method for reading books critically. The Great Books method teaches students to construct thoughtful and engaging discussion questions for assigned texts, and asks them to lead their peers in discussion concerning the author's ideas and their relevance to our modern world. Most of class time is structured around **student-led discussions** and all instruction is centered around the core skills of writing questions, effectively leading peers, developing critical reading skills, and participating in the day's conversations.

Core texts: *How to Read a Book* (Adler), *The Handbook* (Epictetus), *Civilization and Its Discontents* (Freud), "The Value of Philosophy" (Russell), *The Symposium* (Plato).

Students can expect to annotate and write using Adler's method, as well as produce 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.*

## Creative Writing level 3

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Creative Writing looks at storytelling in Western culture from the time of the Ancient Greeks to the present, examining critically acclaimed and popular works, as well as various short stories and poems. Students will study dramatic action and apply it to a memoir, drama (plays and screenplays), fiction, and poetry.

Students who register for this course will experiment and practice different artistic modes, taking cues from college essays, plays, screenplays, short stories and poems. The class runs in a workshop model where students are part of a community of writers, who read, write, and share their work in a safe space that provides constructive criticism for all. Students will understand how writing is structured to create particular effects, and they will see connections between their own writing, their classmates' writing, and the writing of classical and contemporary authors.

Core texts: *Poetics* (Aristotle), *Oedipus Rex* (Sophocles), *The Empire Strikes Back* (Lucas), *Breaking Bad* (Gilligan) "Big Boy" (Sedaris) and "All Girls Must Be Everything" (Fey).

Students will be expected to produce a variety of writing including personal, academic and creative writing. Students are expected to be active participants during workshop discussions by giving feedback, as well as be open to receive criticism for their work.

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 (Co-Taught) level 2

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

This is a literature and composition course in which students examine social change through the integrated study of classical and contemporary literature, graphic novels, art, and cinema. Topics of social change are presented within the context of social media, school culture, justice, race, and the environment. Diverse writing experiences include personal and expository essays, which emphasize critical analysis and creative expression. Projects allow students alternative ways to express what they have learned.

## Global Voices level 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Global Voices is the study of contemporary non-western literature from Africa, Asia, Europe, Latin America, and the Caribbean. Course themes and essential questions explore post-colonial trauma, political instability, the rise of authoritarian governments, suppression and resistance, war and occupation, displacement and migration, and the impacts of industrialism on the land and environment.

Texts for this course will introduce students to the concepts of empire, colonialism, and imperialism as well as the relationship between the colonizer and the colonized. Students will then examine how non-western writers examine how non-western writers examine the effects of colonialism in their works.

Core texts: *The Mountains Sing* (Que Mai), *The Colonizer and the Colonized* (Memmi), *Heart of Darkness* (Conrad), *Balzac and the Little Chinese Seamstress* (Sijie), *Annie John* (Kincaid), and selected poetry of Federico Garcia Lorca, Pablo Neruda, and Octavio Paz.

Through reading journals, discussion, writing, and collaborative projects, students will develop their cultural literacy and awareness, reflecting on how the literature broadens their worldview, and how the patterns of colonialism and post-colonialism apply to American history and current events.



## Good and Evil in Literature level 9

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

A student in Good and Evil will wrestle with many essential questions: What does it mean to be good in the eyes of society? How does society define evil? How do we decide what is "wrong" and what constitutes a crime? Are 'good' and 'evil' created by humans or defined by a higher power? How have beliefs of 'good' and 'evil' influenced society's concepts of laws, ethics, and morality? Students search for answers to these questions in literature that covers three major topics: religion, war, and the individual's role in society.

Students will study multiple genres including poetry, short stories, dramas, and novels, focusing on the analysis of characters and the close reading of language. Students will apply a variety of lens (social, political, economic, religious, technological, artistic, and geographical) to the understanding of texts.

Core texts and films: excerpts from *Paradise Lost* (Milton), *Slaughterhouse-Five* (Vonnegut), *The Stranger* (Camus), *We Have Always Lived in the Castle* (Jackson), *Othello* (Shakespeare), *Dr. Jekyll and Mr. Hyde* (Stevenson), *Fight Club* (Fincher)

Students will be expected to write creatively and analytically. In class, emphasis is placed on daily participation and on leading discussions. Additionally, there are a variety of small group projects.

## Great Books level 3

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Great Books delves into three core topics via multiple types of texts from Ancient Greece to the modern day: gender, societal norms, and religion. Through deep analysis of each text and synthesis of the many, students grapple with essential questions regarding gender roles and stereotypes; societal standards, stereotypes and dissatisfactions; race and immigration; and philosophies of religion and spirituality. A final unit is devoted to an individual student topic of research and reading based on choice.

This course is built upon both the Great Books Methodology, and Adler's method for reading books critically. The Great Books method teaches students to construct thoughtful and engaging discussion questions for assigned texts, and asks them to lead their peers in discussion concerning the author's ideas and their relevance to our modern world. Most of class time is structured around student-led discussions and all instruction is centered around the core skills of writing questions, effectively leading peers, developing critical reading skills, and participating in the day's conversations. Readings are largely non-fiction, and introduce students to philosophical and ideological theories and practices.

Core texts and films: *We Have Always Lived in the Castle* (Jackson), *Civilization and Its Discontents* (Freud), *Paradise Lost* (Milton), *Man's Search for Meaning* (Frankl), *How to Read a Book* (Adler)

Students are expected to participate daily, citing textual references and inferences, as well as posing questions, and actively listening. Nightly reading homework is assessed through discussion. Students will be evaluated on the ability to write and lead discussion questions on assigned texts, with the expectation of teacher meetings outside of class time to thoroughly work through the process. A desire to learn from authors, an interest in being an active member of a community of thinkers, and a willingness to listen and disagree are all characteristics of a successful Great Books student.

## Humanities level 9

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Humans use the arts to explain and understand our place in the world. Though paintings, literature, architecture, and philosophy, Humanities examines what it means to be a consumer of art. Students will learn to determine and articulate their own meaning for art, its purpose, and what the responsibilities are for both artist and consumer. Other discoveries will include understanding what art can do for us personally, as well as how it can teach us to appreciate the history and cultural heritage of others.

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 lives. Early lessons and discussions will teach students the different ways people interact with art and how to categorize and articulate their experiences. They will write essays focusing on the qualities of art that affect them, as well as the message of the artist, and the practical significance of a piece.

Core texts and films: *The Submission* (Waldman), *Sir Gawain and the Green Knight* (unidentified), *Othello* (Shakespeare), *Watchmen* (Moore), *Midnight in the Garden of Good and Evil* (Eastwood)

Students will produce a variety of written work, including writing in a timed environment and traditional process pieces, where they will conference with the teacher, as well as peer edit. Daily observation and discussion of paintings, sculpture, photographs, music, and literature will be the norm. Students will experience not only a wide variety of art, but also an environment in which opinions are shared openly and freely. Students will be assessed, not on their artistic abilities, but on their ability to share and articulate their opinions about art.

## IGSS Senior Integrated English levels 9 & 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

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

Literature and Film offers the opportunity for students to apply the critical thinking, reading, and analytic training from their English classes to the visual medium of cinema. By connecting the literature and films that we study on a thematic basis, the course will help students explore several expansive questions such as "Do we shape the future or does the future shape us?" and "How do decisions shape identity?" Units of study will be organized around different themes: The Art of Detecting, Gender & Identity, Sight & Insight, Utopia & Dystopia, Coming-of-Age, and Truth & Fiction.

In addition to continuing skill development with varying compositions and texts from across a range of literary genres, students will be introduced to the basics of film analysis, formal cinematic elements, genre exploration, and the development of complex narrative structure in a screenplay. Students who register for this course will engage with both film and literary texts with a critical eye, examining the choices of both writers and filmmakers and how those choices impact meaning.

**Level 2:** Readings may include *The Stranger* (Camus), *American Born Chinese* (Yang), *The Things They Carried* (O'Brien), *The Handmaid's Tale* (Atwood), *Underground Airlines* (Winter), and *Wildlife* (Ford). Core screenings may include *Double Indemnity*, *L.A. Confidential*, *Silence of the Lambs*, *Get Out*, *Children of Men*, and *Lady Bird*.

**Level 3:** Readings may include *Antigone* or *Oedipus the King* (Sophocles), *The Road* (McCarthy), *Doubt* (Shanley), and *The Things They Carried* (O'Brien). Core screenings may include *Double Indemnity*, *L.A. Confidential*, *Silence of the Lambs*, *Get Out*, and *Rear Window*.

Students will participate in teacher-led discussions of texts and films, demonstrating understanding through formal writing, such as essays, and informal writing, such as blog posts. In addition, students will participate in student-led discussions, group projects, and after hours film viewings as an essential part of this class; students must be available outside of class time to collaborate. A variety of writing will be assigned, including narrative, analytical, op-ed, creative, and college essays.

### Literature and Psychology level 2

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

This course will explore literature through the lens of psychology. Each unit will have a specific guiding question: What does it mean to read with a psychological lens? How does the mind navigate between primal desires and moral standards? How does the unconscious mind shape behavior and interactions? How does the individual cope with loss? How does the pressure to conform to society's standards impact the individual? How does trauma become something we carry? How does one determine what is normal?

In each unit, students will first learn about psychological concepts via academic readings and class activities before investigating the psychology of characters in fiction texts. Through class discussions and activities, students are expected to make accurate inferences about characters using what the text says combined with what they learned about psychology. In addition to reading and discussing, students will engage in research and compose analytic essays, narratives, and reflections.

**The literature of this course will address some mature and sensitive issues such as grief, rape, suicide, incest, abuse, racism, and mental illness.**

Core texts: *Basic Freud* (Kahn), *Dr. Jekyll and Mr. Hyde* (Stevenson), *Ordinary People* (Guest), *The Bluest Eye* (Morrison), *Hamlet* (Shakespeare), and *One Flew Over the Cuckoo's Nest* (Kesey).

Students are expected to complete nightly reading assignments in preparation for active participation in teacher-led and small group discussions. In class discussions, students should be prepared to cite textual evidence, ask meaningful questions, make inferences, and engage in active listening. As part of the writing instruction, students are expected to engage in writing conferences with the course instructor outside of class. Grades may be based on timed in-class essays, process papers, close reading activities and assessments, graded discussions, and reading journals or notes.

## Literature and Psychology level 3

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

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 by approaching literature from a psychological perspective. Topics include the complexity of the human mind, anxiety and defense mechanisms, mental illness and society, and our personal and collective search for meaning.

Students who register for this course will study characters in literature as “case examples” in which the psychological dimensions of their conflicts are examined. Class time is structured around activities and discussions that emphasize critical thinking through a psychological lens.

**The literature of this course will address some mature and sensitive issues such as grief, suicide, abuse, racism, and mental illness.**

Core texts and films: *Basic Freud* (Kahn), *The Strange Case of Dr. Jekyll and Mr. Hyde* (Stevenson), *One Flew Over the Cuckoo's Nest* (Kesey), and *Man's Search for Meaning* (Frankl).

Students will be expected to produce a variety of kinds of writing including personal, academic, and research based essays. In addition, students will be expected to be active participants in small groups and whole class discussions using both personal reflections and reactions to readings.

## Myth and Mind level 3

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Myth and Mind is a study of worldwide mythologies, religions, and philosophies that examines the great questions of human existence, and storytelling as an artifact as old as the human race itself. 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 in both traditional and contemporary portrayals of these ideas.

The class examines the human mind, from both scientific and psychological viewpoints. The class will grapple with the question of whether an ever-improving science of the mind (and scientific advancement more generally) gradually renders myths and storytelling as relevant today as in the past.

Core texts and films: *Damascus Nights* (Schami), *The Ramayana* (Narayan), excerpts from the *Illiad* and the *Odyssey*, *Like Water for Chocolate* (Esquivel), *Life of Pi* (Martel), *Slumdog Millionaire* (film), *Pan's Labyrinth* (film).

Students are expected to keep up with reading assignments and offer their interpretations and thoughts during classroom discussion. In addition to class discussions, students showcase their interpretations with a variety of creative works, including written interpretation, poetry, short stories, fairy tales and other alternative forms of expression.

## Senior Writers' Seminar level 9

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Senior Writers' Seminar is a non-fiction writing course in which students develop the craft of writing through a workshop approach. Students are encouraged to examine their own writing process, learning new strategies to stimulate inspiration, draft regularly, revise fearlessly, and polish writing that's meaningful to their own lives. Students strive to develop their own unique voice and reflect together on what makes great writing “work.”

Senior Writers' Seminar is not a creative writing class dedicated to fiction; instead of imagined characters and invented plots, our material is the people, events, and stories of our own lives—shaped into narratives, personal essays, portraits, and scenes. Students share their writing both in smaller, peer-edit groups, and with the larger group as a way to collaborate together and take inspiration. Instead of approaching literature strictly as readers, we examine literature primarily as writers--considering authors' choices and techniques as models for our own writing experiments.

Core texts include: *This Boy's Life* (Wolff), *Black Boy* (Wright), and *The Oedipus Cycle* (Sophocles) as well as writing process reflections from practicing professionals: *Freewriting* (Elbow), *Journaling* (Goldberg), *First Drafts* (Lamott), and *Revision* (Miller and Paola).

Students will be expected to journal regularly by keeping a Writer's Notebook, polish several pieces per quarter through the full writing process, and meet with the teacher outside class time to conference. The first semester culminates in a multi-scene memoir; instead of a final exam, students create a portfolio presenting their best work and reflection.

The second semester turns outward toward more varied writing tasks such as self-directed research, documentary film review, op-ed, and issue-based writing to influence the larger community.

## Senior Writers' Seminar level 4

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

Senior Writers' Seminar is year-long writing course designed for students who wish to further develop their writing skills by experimenting with the literary techniques of creative nonfiction. Through informal writing exercises, students will develop a daily habit of writing in a writer's notebook. For formal process writing, students can expect to work with a variety of non-fiction forms including the personal essay, memoir, place-based writing, definition and causal essays, opinion editorials, speeches, and talks.

Instead of approaching literature strictly as readers, students will approach literature primarily as writers learning craft. Students will read a wide range of fiction and non-fiction texts to discover and analyze writers' choices and techniques that they can incorporate into their own writing. Students should expect to share their writing with their peers and participate in writers' workshops where students will develop the ability to evaluate their own and others' writing based on the writer's purpose and intended audience. To ensure the safety of the writing community, it is expected that students will respect the confidentiality of their peers' writing.

Core Texts: *This Boy's Life* (Wolff), *Black Boy* (Wright), *The Things They Carried* (O'Brien), selections from *Inventing the Truth* (Zissner), *Tell It Slant* (Miller and Paola), *Short Takes* (Penfield), and *Modern American Memoirs* (Dillard and Conley)

The course emphasizes a close examination of the writing process through prewriting, drafting, peer feedback, revision, and reflection. Students are expected to strive for greater depth in the revision of their writing and will get to know themselves as writers. This philosophy is applied to each composition with the first semester culminating in a portfolio of the student's course work.

## Shakespeare's Literary Traditions level 9

OPEN TO SENIORS  
PREREQUISITE: ENGLISH 3

This course examines how Shakespeare speaks to that universal need to question one's identity, probe the power of authority, and exalt in a 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 to understanding Shakespeare. Students will also view live theater performances.

Students who register for the course will be actively up on their feet, using class time to memorize lines as they process scenes from page to stage. Students should be comfortable with the idea of performance in front of an audience even though theatrical experience is not a prerequisite.

Core texts: *Richard III*, *Much Ado About Nothing*, *Hamlet* (plus two additional plays based on current performances in Chicago).

Students should be willing to work toward production as a collaborative experience. Students will also be expected to produce a variety of kinds of writing including personal, academic and research-based essays. There will be experiences with writing for a timed environment.

## Reading and Writing Support Program

Students and teachers may use the services of reading and writing center staff and tutors to aid in the development of effective reading strategies. The following 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 assistant 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 students who can benefit from extra support in developing their literacy skills. Students work with Reading and Writing Center peer tutors and assistants 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 periods per week, during off-science lab or free periods. Enrollment may be continued in second semester.



# English: Media and Journalism

## Freshman Media Production

OPEN TO FRESHMEN  
PREREQUISITE: NONE

This course does NOT substitute for required English. This full-year course offers students an introduction to broadcast media, including entertainment and journalistic media. This class will be run as a studio course where students can create individual or collaborative projects matching their own interests within the broader interests of the course: print, audio, and visual media. Projects may include print journalistic techniques such as interviewing, and writing ledes, headlines, and feature essays; audio projects such as oral history and podcasting; and visual projects such as PSA's, commercials, short documentaries and original narrative projects as well. This course will give students a taste of the giant range encompassed by broadcast media, including a grounding in various media techniques that students can pursue in later sequences at the Winnetka campus: Journalism, Film, and Yearbook. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Advanced Journalism

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This course does NOT substitute for required English. This full-year course offers a sophisticated exploration of journalism starting with the basics of reporting and editing then moving into advanced reporting concepts including multiple source articles, research techniques, writing editorials and commentaries, and creating multimedia stories. Specific issues in journalism are an important part of the course, including student press rights, court decisions, ethical decision making, and using social media to promote articles. Techniques in newspaper and web design, and creating audio, video and infographics to produce both the print and online versions of the paper will be explored. Students enrolled in the course are required to write articles weekly for the New Trier News and quarterly for the 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. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Yearbook Journalism

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This is a full-year course designed to introduce students to the production of New Trier's annual yearbook, *Trevia*. Students learn and put into practice the principles of journalism, including reporting, interviewing, writing and editing, as well as of 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. Other topics covered in the course include graphic design and the basics of creating and maintaining a visual theme through yearbook design. Staff members who choose to continue in subsequent years may apply to become editors in the subsequent Publications: *Trevia* course. Class members should also expect to spend several hours a week after school working on the yearbook either in the office or on assignment around the community. *This course fulfills the graduation requirement for fine and/or practical arts.*

## Broadcast Journalism 1

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

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 WNTH 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

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.*



## TV & Film 1

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: NONE

This course introduces students to storytelling in television and film while promoting digital literacy and critical thinking. Students will work in different collaborative roles to write, shoot, edit, and produce narrative and documentary films as well as develop scripts for TV 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.*

## TV & Film 2

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: FILM PRODUCTION 1

This course focuses on screenwriting and directing. Students analyze TV and film screenplays and develop their own original work. Particular attention is paid to developing distinct and equitable writing voices through ongoing analyses of dialogue and story structure. In addition, they will master combining story creation with communicating effectively with actors and crew in the role of a director. 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.*

## TV & Film 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: FILM PRODUCTION 2

This course synthesizes skills, knowledge and experience gained in TV & Film 1 and 2 in the art and craft of screenwriting, directing, cinematography, and editing. In this individualized course, students will write an original TV series bible as well as direct narrative and documentary film projects. Students will take leadership and ownership of their creative vision and oversee the prep, production and post-production of their work, much of which is completed outside of class, under the supervision of the instructor. *This course fulfills the graduation requirement for fine and/or practical arts.*

## WNTH Radio Board 1, 2, & 3

OPEN TO SOPHOMORES, JUNIORS, AND SENIORS  
PREREQUISITE: SELECTION FOR THE WNTH BOARD

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.*

## Publications: NT News level 8

OPEN TO JUNIORS AND SENIORS  
PREREQUISITE: ADVANCED JOURNALISM OR DEPARTMENT APPROVAL

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 JUNIORS, AND SENIORS  
PREREQUISITE: APPLICATION AND SPONSOR APPROVAL

This is a full-year course designed to lead production of New Trier's annual yearbook, *Trevia*. Students put into practice the principles of journalism, including reporting, interviewing, writing and editing, as well as of photojournalism learned the year before in Yearbook Journalism. Leadership skills become a large component of the curriculum as editors learn how to conduct staff meetings to make section assignments, design the yearbook, write and edit content, conduct sales and recruitment campaigns, and collaborate with other student lead organizations. Editors should expect to spend several hours a week after school working on the yearbook either in the office or on assignment around the community.

# ENGLISH

## 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

#### **Northfield Campus**

Eng 1-T: World Studies .....	N202134
Eng 1-T: World Studies .....	N202139
English 1 .....	N200132
English 1 .....	N200133
English 1 .....	N200134
English 1 (Co-Taught) .....	N201132

#### **Winnetka Campus**

EL English Resource .....	W200138
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 (Co-Taught) .....	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 (Co-Taught) .....	W221332
Literature and Film .....	W232432
Literature and Film .....	W232433
Social Change in Lit: Eng 4 (Co-Taught) .....	W231532
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 and Journalism

#### **Northfield Campus**

Freshman Media Production .....	N157138
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#### **Winnetka Campus**

TV & Film 1 .....	W158438
TV & Film 2 .....	W158538
TV & Film 3 .....	W158638
WNTH Board 1 .....	W158738
WNTH Board 2 .....	W158838
WNTH Board 3 .....	W158938
Broadcast Journalism 1 .....	W157538
Broadcast Journalism 2 .....	W157738
Adv Journalism .....	W224238
Publications: NT News .....	W224038
Publications: Trevia .....	W224338
Yearbook Journalism .....	W224438