

**TEACHER PRODUCT**  
**LESSON PLAN #1—CREATING A WORK SCRAPBOOK**

Designed for a College English 100 Class  
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**Overview of Assignment**

Students, in groups of five will collect information on a variety of experts in career in the Arts, Media, and Entertainment sector. Group members will work with counselors to select which expert to interview and compose a variety of texts (which could include narratives, research summaries, historical background, and the latest employee-related trends) and give a presentation. After individual group presentations, all groups will collaborate on creating a multi-genre “scrapbook” that conveys a shared “story” of the AM & E at a particular place and time, a scrapbook that can be shared with classes in other campus disciplines as a credit component of a campus-wide work-related theme.

**Goal of Assignment**

To incorporate themes of collaboration and storytelling with college composition with critical thinking and AM & E standards of Communications (2.0), Writing (2.2), and Delivery (2.6) in project-based, cross-disciplinary product that develops flexibility, teamwork, communication, creative thinking, artistic imagination, and decision-making abilities that will be useful in multi-media related career paths.

**Pre-production, Production, and Post-Production Phases of Assignment**

**Pre-Production--**

- 1 Instructor will hand out of list of multi-media related areas, which could include the following:  
television programming, multi-imaging, newspaper production, web design, music production.  
Other media –related areas are possible.
2. Students will indicate which area they are most interested in, by priority number.
3. Groups will then be formed by priority number indication. \* If there too many first or second choices in one group and not enough in another, instructor will hand out a list of areas that still need people; the students remaining will indicate their preferred area from the reduced list. If there are not exactly five group members, the extra person can be an addition to any of the five roles, or the role that is not filled can be split among the missing group members.
4. 1-2 students will be assigned the role of **Scrapbook Editor(s)**. Those in this role will observe the various groups during the Production stages and keep a running journal of how all the group’s productions might be integrated into a Scrapbook to present and keep in the college library.
5. Groups will assemble and choose a sub-area of focus within the larger area:
  - a) **Collator/summarizer**. This member will summarize information submitted during group meetings, contacts group members when necessary, sends out **three (3) sets of summary notes** to the group during the project, and facilitates group discussions on what do to next. This person will submit a **2-3 page report**, analyzing the group dynamics and what did and did not work.
  - b) **Historical researcher**. This person will research the background of the assigned area and

will prepare a report, which could include upcoming and experimental, as well as past, trends. The researcher will include illustrations in this **4-5 page report**.

c) **Interviewer**. This member will, with other group members, draw up a **list of questions** to ask an expert in the assigned area. The expert could be chosen from a list a counselor provides. All group members can attend the interview and ask questions from the list; the interviewer will record the responses, and type up a **2-3 page list of the highlights** and also speculate on which questions on what follow-up questions might have been more useful, along with why.

d) **Creative Writer**. This person will, with collaboration from the group, produce **3 pieces of text**—newspaper article, poem, song, “personal narrative” of an employee in the assigned area, play, web presentation.

e) **Presentation director**. This member will, with input from the group, discuss how to coordinate and present the production to the class and then to the campus-wide program that aligns classes from several disciplines along a common theme (the theme in this case being related to work and its meaning.) This member will submit a **1-2 page presentation plan**, along with a **1-2 page post-production assessment** of what worked and what could be improved upon.

### **Production—**

Groups will have times designated on the syllabus in which to use class time to work on the projects. At each scheduled group meeting, group members will sign an attendance sheet. The collator/summarizer will keep a “log” of what was accomplished during that session, to be emailed to the group as needed. If the project takes the group off campus, the collator/summarizer will keep a log of the group’s attendance at these sites.

### **Post-Production—**

Groups will present to the class. Each student will then write up a **2-3 page commentary** on the most memorable things they learned from each presentation. IF the college has set up a cross-disciplinary program (such as Palomar’s Campus Explorations) along a common theme, in which various disciplines present on a designated day each week in the same room for other classes to visit and do write-ups on, for a certain amount of course credit, groups will present on a designated day. The final Scrapbook, assembled by the Scrapbook Editor(s), could go on reserve in the library.

### **Evaluation**

This project will count as one of the two main group presentations, each of which counts for 25% of the grade for the course. The points are compartmentalized, to reward both collaborative and individual effort and make calculating a letter grade easier and more precise at the end of the semester. **Quantity and quality of work** submitted by individual group members, as described in the descriptions of the group role, including the Scrapbook Editor(s)—**80 points possible**. **Group participation**, as determined by a) attendance at group collaborations, b) observed participation by the instructor, and c) signed form from the other group members that each member participated—**20 points possible**. **Additional duties--** If a group is missing or loses a person, each member who takes on an additional role may earn an extra **20 points**. These extra 20 points can be divided among more group members who fill in for an extra role. Individual write-ups on the group presentations—**15 possible points**.