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ENGL 1120
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Sample Lesson Plan for Composition II

OBJECTIVES: Students will discuss and analyze the purpose of media within an academic article and, particularly, how the lack of media affects the audience experience.

TEXTS: “Teenage Queerness: negotiating heteronormativity in the representation of gay teenagers in *Glee*” by Frederik Dhaenens and Chapter 10 of *From Inquiry to Academic Writing: A Text and Reader* (4th Edition).

TIME: 1 hour and 15 Minutes

CLASS BREAKDOWN

- **5 Minutes** Morning Pause: Students are given the opportunity to ask questions regarding their upcoming annotated bibliography and its rubric.
- **35 minutes** As a whole class, students will discuss the purpose, argument, and implications of Dhaenens’s article.
 - Students will be prompted by two discussion questions and then generate their own questions for the whole group. Students will submit their discussion questions to the Canvas page.
 - Students can volunteer to ask their discussion question or, in the event that one one volunteers, the teacher will choose four random numbers between one and twenty-four. Those numbers will correspond to a student’s name in alphabetical order. Those called on by their numbers will share their question.
- **30 minutes** Taking into consideration their experience with reading the article, each group will create a visual media aid that will help the reading of Dhaenens’s article reach a broader audience. Utilizing large poster paper, students will draw a graph, image, or graphic that would support Dhaenens’s reading.
- **5 minutes** Students will share their media creations. Peers will ask questions and provide feedback.

DISCUSSION QUESTIONS (for whole group)

1. What does Dhaenens’s mean by heteronormativity? How does this connect to the “heteronormative matrix”?
2. How does Dhaenens’s use *Glee*? What is the setting of *Glee* and how does this affect his reading?

Student questions to follow.

EXEMPLARY STUDENT QUESTIONS:

1. Will someone explain the context of *Glee*? How do the characters interact? Which characters are friends and what does this mean?
2. What is the definition of “queer” that Dhaenen’s is working with?
3. What are the differences between characters? Especially the treatment of Kurt and Brittany?

INSTRUCTIONS FOR COLLABORATIVE WORK

Pretend you are Frederik Dhaenens... And you want to add two pieces of visual media to your article “Teenage Queerness: negotiating heteronormativity in the representation of gay teenagers in *Glee*.”

As a group, decide on two different visuals that pertain to this article (photos, graphs, advertisement, etc). The catch: you cannot use just two photos, you must mix and match.

Draw them on your paper to be sent to the editor. Be prepared to defend your choice.