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COURSE DESCRIPTIONS INCLUDE THESE SUBJECTS:

Humanities
Social Science
Natural Science
Integrated Studies

Program designed by:



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YEAR 1 / SOPHOMORE / GAO YI

COURSE DESCRIPTIONS

Table of Contents:

Humanities
Social Science
Natural Science
Integrated Studies

Humanities - Year 1 - Poetry, Short Fiction, Drama and Novels

Literature is a written art form that expresses the human condition. We will study material from the best and most accomplished writers. We'll explore the central, timeless and universal themes at the very heart of Western civilization. The course also provides a practical introduction to the foundation of English literary forms: lyric, narrative and epic poetry along with short stories, dramatic works and the modern novel.

The course is organized to provide a solid structure for reading, listening, discussing and comprehending the texts. This approach encourages critical thinking and more precise written communication. The texts serve as a catalyst to group dialogue and individual expression. This process breaks down the concept of "there's only one right answer". The students will develop the intellectual flexibility to allow for, and accept, a diverse range of literary interpretations.

Students will learn to articulate their opinions in clear, coherent and grammatically correct English. They will improve their reading comprehension, even of difficult texts. Students will become familiar with vital English usage skills such as vocal stress, rhythm, intonation and the metrical structure of verse. They will also participate in Reader's Theater in order to fully inhabit to tone and essence of dramatic texts. The writing of frequent short analytical, interpretive essays will also serve to further improve command of the language. The best of these essays will be submitted for consideration to the Great Books Foundation Journal.

Goals:

- Broaden English vocabulary and increase rate of reading comprehension
- Assert personal interpretations of the reading material and support these opinions with text-based evidence
- Conform written essays to accepted collegiate academic standards.

Reading List:

Mortimer Adler "How to Read a Book", Great Books Roundtable - Level 1, Stage 1 (Fiction and Poetry), Junior Great Books Series 3 (Book 1 and 2)

Excerpts From:

The Frogs (Aristophanes), *A Midsummer Night's Dream & Hamlet* (Shakespeare), *Aesop's Fables*, *Great Expectations* (Dickens), *The Norton Anthology of Poetry*, *The Odyssey* (Homer), *Oedipus Rex & Antigone* (Sophocles), *The Brothers Karamazov* (Dostoevsky), *Collected Short Stories* (Flannery O'Connor), *Waiting for Godot* (Beckett)

Grading Criteria:

Oral Participation - 25% • Homework - 15% • Essays - 20% • Papers - 20% • Test Scores - 20%

The faculty leaders will work intensively with students on their writing. Short weekly essays and three topic papers will be due. A mid-term test and a final comprehensive semester essay test will also be administered. Student self-assessments (in Group Collaboration and Individual Contribution) will also be measured.

**Social Sciences - Year 1 Western Political Tradition, Modern Theories of State and Society,
History of Western Civilization, Society, Culture, Personality**

Social Science is the study of political judgment and the values and attitudes of the citizenry towards their history, culture and systems of governance and economics. Carefully chosen texts lead the students through the genesis of the development of Western sociological theory and current American political and cultural structures.

The course is organized to introduce students to the timeline of the development of Western civilization, beginning with the ancient Greek concept of the pursuit of “the good life”, through Plato’s concept of education as the means to becoming a good “citizen” and ultimately ending with the formation of American-style democracy.

Goals:

Learn subject-specific vocabulary and Students will gain an understanding of fundamental tenets of Western political thought; students will become familiar with seminal original sources underlying modern political theory; students will be able to analyze and discuss complex ideas; students will learn to write essays conforming to academic standards.

Main Texts: Citizens of the World: Readings in Human Rights

Also included may be excerpts from the following lists:

The Republic (Plato), *Politics*, (Aristotle), "*Treatise on Law*" (St. Thomas Aquinas), *The Prince* (Machiavelli), *Leviathan* (Hobbes), *Second Treatise on Civil Government* (John Locke), *Social Contract* (Rousseau), The United States Declaration of Independence, The United States Constitution, The Federalist Papers, *An Inquiry into the Nature and Causes of the Wealth of Nations* (Adam Smith), *The Spirit of the Laws* (Montesquieu), *Vindication of the Rights of Women* (Wollstonecraft)

Tests and Assessments: Faculty will work with students’ ability to read and analyze an approach to historical milieu or context. Short weekly essays, a midterm test, a final comprehensive semester essay test and final semester projects will be due in this course.

Oral Participation - 25% • Homework - 15% • Essays - 20% • Papers - 20% • Test Scores - 20%

Student self-assessments in Collaboration and Individual Contribution will also be measured.

Natural Sciences - Year 1 - The Literature of Evolution, Biology, Chemistry, Light & Motion, Genetics, Animal Behavior, Quantum Physics and Molecular Biology

The natural sciences provide the groundwork for inquiry into all biological and living organizational systems.

YuCai International Course students will begin to explore the interaction among living organisms. Consideration is given to the level of genetic units within the organism, the level of species, the environmental level, and the level of human concern.

Readings are organized so as to provide movement from general theoretical viewpoints to biological precision and back to the more general. The relationships between evolution, on the one hand, and cellular organization, genetics, the environment, animal behavior, and philosophical thought, on the other hand, are foci for discussion.

Goals: Students will be introduced to the concepts of interaction among living organisms; students will gain familiarity with historical scientific traditions; students will be able to apply theoretical viewpoints to scientific data; students will be able to articulate and discuss scientific content; students will learn to write essays conforming to academic standards.

Students will engage in community-based laboratory science projects related to topics in evolution or environmental sciences such as creating displays for the school, or developing an edible garden project to inform others about basic sustainability.

Main Texts: What On Earth: An Ecological Reader, Keeping Things Whole, Selections from Science Fiction Omnibus

Also included may be excerpts from the following lists:

Aristotle, *On The Soul, Parts of Animals*
Charles Darwin, *Origin of Species*
Gregor Mendel, "Experiments in Plant Hybridization"
Konrad Lorenz, *On Aggression*
Jane Goodall, *Through a Window*
Jean-Baptiste Lamarck, *Zoological Philosophy*
Stephen Jay Gould, *The Panda's Thumb*

Tests and Assessments:

In the Natural Sciences, Great Books faculty leaders will work with students on articulating scientific content and how it relates to historical scientific traditions and conversations about nature, conservation, and environmental protection. Short weekly essays, a mid-term test, a final comprehensive semester essay test, and final semester science projects will be due in this course.

Oral Participation - 25% • Homework - 15% • Essays - 20% • Papers - 20% • Test Scores - 20%

Student self-assessments in Collaboration and Individual Contribution will also be measured.

Integrated Studies - Year 1
The Literature of Logic, Rhetoric, Nature & Creation of Mathematics
and History of Western Philosophy

Integrated studies combine disciplines in unique ways that stimulate intellectual creativity and innovation.

YuCai International Course students will investigate the elements and forms of the literary, musical and visual arts. This course is primarily about developing the skills of active reading, listening and viewing, as well as the ability to articulate one's responses to works of art and music. For example, students may be asked to write about the ways in which mathematical principles apply to the art and music they are responding to in the classroom. The International Course's interdisciplinary approach means the inquiry in this course will be informed by and related to thematic content in the Humanities, Social Sciences and Natural Sciences courses. The students will also work with video, computers and industrial design.

The course is organized according to a layering principle, beginning with works that are "simple" in the sense that they underscore a particular element: melody, harmony, tonality in music; line, color, shape in the visual arts.

As the course progresses, the chosen works become more complex and the listening and viewing faculties are applied to works in which formal properties are paramount. The learning process is enhanced by trips to concerts and museums, as well as by the study of works and art aesthetics which explore the definition of art and the relationship of the artist to the work itself and to the audience. Students will produce class materials that will become a part of their college application portfolios including recommendation letters from projects and internships. Students will participate in video-taped interviewing skills and other activities to help them communicate their goals for internships and volunteer projects.

Main Texts:

Selections from Junior Great Books and Great Books Series; Selections from the Civilly Engaged Reader; Readings for Civic Reflection.

Also included will be original works of art and music, chosen to illustrate the themes and elements of the course:

Tests and Assessments:

Great Books faculty leaders will work intensively with students on formulating critical, reasoned responses to works of art and music, and on integrating these elements with the thematic concerns of the other courses. Short weekly essays, a final comprehensive semester essay test, and a final project will be due in this course. Students' college preparatory e-portfolios will be due and assessed as homework.

Oral Participation - 25% • Homework - 15% • Essays - 20% • Final Portfolio - 20% • Test Scores - 20%

Student self-assessments in Collaboration and Individual Contribution will also be measured.



YEAR 2 / JUNIOR / GAO ER

COURSE DESCRIPTIONS

Table of Contents:

Humanities

Social Science

Natural Science

Integrated Studies

Humanities - Year 2 - Poetry, Short Fiction, Drama and Novels

Literature is a written art form that expresses the human condition. We will study material from the best and most accomplished writers. We'll explore the central, timeless and universal themes at the very heart of Western civilization. The course also provides a practical introduction to the foundation of English literary forms: lyric, narrative and epic poetry along with short stories, dramatic works and the modern novel.

The course is organized to provide a solid structure for reading, listening, discussing and comprehending the texts. This approach encourages critical thinking and more precise written communication. Reading the texts serves as a prelude to group dialogue and individual expression. This approach runs contrary to a method of teaching that assumes a single correct answer to an instructor's questions. In this way, students will begin to develop the intellectual flexibility required to accept a diverse range of literary interpretations.

Students will learn to articulate their opinions in clear, coherent and grammatically correct English. They will improve their reading comprehension, even of difficult texts. Students will become familiar with vital English usage skills such as vocal stress, rhythm, intonation and the metrical structure of verse. They will also participate in Reader's Theater in order to fully inhabit the tone and essence of dramatic texts. Writing frequent, short analytical and interpretive essays will also serve to further improve command of the English language. The best of these essays will be submitted for consideration to the Great Books Foundation Journal.

Goals:

- Broaden English vocabulary and increase rate of reading comprehension.
- Express personal interpretations of the reading material and support these opinions with text-based evidence.
- Compose written essays to accepted collegiate academic standards.
- Read and comprehend texts at a faster pace and retain English vocabulary competencies.
- Analyze complex ideas, discuss their analysis and cite evidence in texts of three pages or longer.

Reading List:

Starting Off Strong; Great Books Roundtable Level 2 Stage 1 (Fiction), Junior Great Books Series4, Level 2 Roundtable Poetry Unit, Supplemental texts from other Great Books as needed; J.D. Salinger's Catcher In the Rye.

- Readings depend on entering class taking assessment tests and determining the baseline for the class of 30 students' level.

Excerpts From:

Lysistrata (Aristophanes), Romeo and Juliet; The Negro Artists and the Racial Mountain (Hughes); Putting Up a Good Front (Quindlen); Saving the Life that is Your Own: The Importance of Models in the Artists' Life (Walker)

Grading Criteria:

Oral Participation - 25% • Homework - 15% □ Essays - 20% • Papers - 20% • Test Scores - 20%

The faculty leaders will work intensively with students on their writing. Short weekly essays and three topic papers will be due. A mid-term test and a final comprehensive semester essay test will also be administered. Student self-assessments (in Group Collaboration and Individual Contribution) will also be measured.

Social Sciences - Year 2 Western Political Tradition, Modern Theories of State and Society and History of Western Civilization, Society, Culture & Personality

Social Science is the study of political judgment and the values and attitudes of the citizenry towards their history, culture and systems of governance and economics. Essentially, it is the scientific study of human society. Carefully chosen texts lead the students through the genesis of the development of Western sociological thought and current American political and cultural structures.

The course is organized to introduce students to the timeline of the development of Western civilization, beginning with the ancient Greek concept of the pursuit of “the good life” through Plato’s concept of education as the means to becoming a good “citizen” and ultimately arriving at the formation of American-style democracy.

Goals:

- Learn subject-specific vocabulary.
- Gain an understanding of fundamental tenets of Western political thought.
- Become familiar with seminal original sources underlying modern political theory.
- Compose written essays to accepted collegiate academic standards.

Main Texts:

How to Think About the Great Ideas by Mortimer Adler: *Politics* (Aristotle; In Introduction to Great Books 2); *Magna Carta* (In Citizens of the World); *Of Civil Government* (Locke; In Introduction to Great Books 2); *Of Commonwealth* (Hobbes; In Introduction to Great Books 2); *Why Great Revolutions Will Become Rare* (Tocqueville; In Introduction to Great Books 3); *On the Limits of Government* (Locke; In Introduction to Great Books 3)

Also included may be excerpts from the following texts:

Why Americans are Often so Restless (Tocqueville, In Introduction to Great Books 2), *The Will of the People: Readings in American Democracy*, *Wide Open Spaces Cluster One and Cluster Two*.

Tests and Assessments: In Social Sciences, the Great Books faculty leaders will work with students’ ability to read and analyze an approach to historical milieu or context. Short weekly essays, a midterm test, a final comprehensive semester essay test and final semester projects will be due in this course.

Oral Participation - 25% • Homework - 15% • Essays - 20% • Papers - 20% • Test Scores - 20%

Student self-assessments in Collaboration and Individual Contribution will also be measured.

**Natural Sciences - Year 2 - The Literature of Evolution, Biology, Chemistry, Light & Motion,
Genetics, Animal Behavior, Quantum Physics and Molecular Biology**

The natural sciences provide the groundwork for inquiry into all biological and living organizational systems. Students will begin to explore the interaction between living organisms.

Readings are organized to illustrate the progression from general theoretical viewpoints to biological precision. Discussion will focus on the relationships between evolution, on the one hand, and cellular organization, genetics, ecology, animal behavior and philosophical thought, on the other hand.

Goals:

- Understand the complex interactions between living organisms.
- Learn about historical scientific traditions.
- Apply theoretical viewpoints to scientific data.
- Articulate and discuss scientific concepts.
- Engage in community-based laboratory science projects related to topics in evolution or environmental sciences such as creating displays for the school, or developing an edible garden project to inform others about basic sustainability.
- Compose written essays to accepted collegiate academic standards.
- Each student will produce a chronological handbook of scientific theories that will assist students in their exams and related essays.

Main Texts:

Starting Off Strong, What's the Matter? Reading in Physics, Selections from Science Fiction Omnibus.

Also included may be excerpts from the following texts:

Elements (Euclid), *Investigations on the Imaginary Roots of Equations* (Euler), *Harmonies of the World, Book 5* (Johannes Kepler), *Archimedes' Screw*, *Principia: The Mathematical Principles of Natural Philosophy* (Newton), *Discourse on Method and Geometry* (Descartes).

Tests and Assessments:

In the Natural Sciences, Great Books faculty leaders will work with students on articulating scientific content and how it relates to historical scientific traditions and conversations about nature, conservation, and environmental protection. Unit projects, a mid-term test, a final comprehensive semester essay test, and final semester science projects will be due in this course.

Oral Participation - 25% • Homework - 15% • Essays - 20% • Papers - 20% • Test Scores - 20%

Student self-assessments in Collaboration and Individual Contribution will also be measured.

Integrated Studies - Year 2
The Literature of Logic, Rhetoric, Nature & Mathematics and The History of Western Philosophy

Integrated studies combines disciplines in unique ways that stimulate intellectual creativity and helps students to make connections across curricula. Students will investigate the elements and forms of the literary, musical and visual arts. The International Course's interdisciplinary approach means the inquiry in this course will be informed by, and related to, thematic content from the Humanities, Social Sciences and Natural Sciences courses.

Students will produce class materials that will become a part of their college application portfolios including recommendation letters from projects and internships. Students will participate in videotaped interviewing exercises and other activities that help them learn to better communicate their goals for internships, jobs and volunteer projects.

Main Texts:

Portfolio Assessments from Junior Great Books Series 2 - 5 Assessment Tools

Selections from *The Will of the People: Readings in American Democracy*; 10 American History Plays for the Classroom.

Also included will be original works of art and music, chosen to illustrate the themes and elements of the course.

Tests and Assessments:

Great Books faculty leaders will work intensively with students on formulating critical, reasoned responses to works of art and music, and on integrating these elements with the thematic concerns of the other courses.

Short weekly essays that develop a formal proposal, a final comprehensive semester essay test, and a final project will be due in this course. Students' college preparatory e-portfolios will be due and assessed as homework.

Oral Participation - 25% • Homework - 15% • Essays - 20% • Final Portfolio - 20% • Test Scores - 20%

Student self-assessments in Collaboration and Individual Contribution will also be measured.



YEAR 3 / SENIORS / GAO SAN

COURSE DESCRIPTIONS

Table of Contents:

Humanities
Social Science
Natural Science
Integrated Studies

Humanities - Year 3 - Fiction & Novel, Poetry & Drama

Literature is a way of representing the human condition. It is thought-provoking because of its universals and because of its formal and metaphorical properties. This humanities class provides an introduction to literary forms: lyric, narrative, and epic poetry; drama; short story; and novel.

Expectations: Students will understand the nuances of Western tragedy (drama, epic and lyric poetry) and comedy (satire, irony, parody) and build examples of these elements to use as essential communication skills. Students will become familiar with major topics of the 19th and 20th Century exploring the relationship between industrialization and modern social values. Students will become familiar with the origins of five world religious texts and their basic contents. Students will read a full novel and discuss the setting, characters, plot, dialogs, and overall moral in terms related to topics discussed in the previous units: tragic-comedy, mythology, conflicts in modernity, and religious philosophy.

Organization: This course is organized to maximize and extend understandings from interacting with the text and GB Community into the larger college community and beyond. Critical thinking, communication, aesthetics inform each student's personal goals for social engagement. Students will get a thorough background in Greek mythology and how it applies to major disciplines such as psychology, sociology, philosophy and other studies of the human condition.

Goals: Students will be able to read and comprehend texts at advanced levels and able to write longer papers with interdisciplinary perspectives.

Main Texts: How to Read a Book by Mortimer Adler; Starting Off Strong, *Antigone* (Sophocles; In Introduction to Great Books 3); *Macbeth* (Shakespeare; In British Literature: Traditions and Change); *Echoes from Mt. Olympus* Cluster 1 - *What are the Qualities of the Gods and Goddesses?* And Cluster 4 - *Thinking on Your Own*; Selections from British Literature: Traditions and Change; Selections from Junior Great Books Series 5 Book 1 and 2; Round Table Level 3 Stage 1 and 2 Units; Level 3 Roundtable Poetry Unit Selections from British Literature: Traditions and Change

Also included may be excerpts from the following lists:

The Misanthrope (Moliere)

The Seagull (Chekhov)

A Doll's House (Ibsen)

Waiting for Godot (Beckett)

Excerpts from....

The Old Testament; Gilgamesh; Rig Veda; Koran;

Egyptian Book of the Dead

Novel: Sense and Sensibility (Austen)

Tests and Assessments: In Humanities, the Great Books faculty leaders will work intensively with students on their writing. Short weekly essays and 3 topic papers will be due in this course. A mid-term test and a final comprehensive semester essay test will also be administered.

Grading = Oral Participation _25%_ Homework _15%_ Essays _20%_ Papers _20%_ Test Scores _20%_

Student self-assessments in Collaboration and Individual Contribution will also be measured.

**Social Sciences - Year 3 - Western Political Tradition, Modern Theories of State and Society,
History of Western Civilization, Society, Culture, Personality**

Social Sciences concerns political judgment and the values of the society which strengthen it.

Works in this discipline reveal a structure of thinking and acting in the world and provide a broad understanding of historical issues and the Western societies that grappled with them.

Expectations: YuCai International Course students will be introduced to the question of “what path is right for me” by sampling readings in disciplines that are required as first-year college courses in most Western institutions of higher learning. The focus is on a broad range of readings and communication styles so that the student begins to select the fields of knowledge they would most like to learn about.

Organization: The course is organized to teach students how to engage with the literature that interests them and to inspire students to expand their horizons in terms of intellectual interests. The writing assignments increase in depth and complexity in this course as the students work on style and substance in critical reviews, critiques, and group projects related to chosen subject areas.

Goals: Students will gain an understanding of fundamental texts that evolved into systems of western education. Students will develop self-guided inquiry into major academic disciplines and be able to describe their interrelationships. Students will develop an academic model for themselves through investigative research and development of their contacts and resources in these fields.

Main Texts: The Darwinian Theory of Human Origins;
Politics (Aristotle; In Introduction to Great Books 2)
Habit (William James; In Great Books' Introduction to Great Books 2)
Conscience (Kant; In Great Books' Introduction to Great Books 3);
Habits and Will (Dewey; In Great Books' Introduction to Great Books 3);
Crito (Plato; In Great Books' Introduction to Great Books 3)
On Happiness (Aristotle; In Great Books' Introduction to Great Books 3);
Selections from Echoes from Mt. Olympus Cluster 3 - How Does Myth Explain Human Nature?;

Also included may be excerpts from the following lists:

Introductory Lectures on **Psychology** -Psychoanalysis (Jung; Interpretation of Dreams (Freud); Political **Science** - The Republic (Plato); Leviathan (Hobbes); The Prince (Machiavelli); Arthashastra (Kautilya);Das Kapital (Marx);Walden (Thoreau); **Anthropology** - Totemism (Levi-Strauss), Growing up in New Guinea (Mead), Interpretation of Cultures (Geertz); **Education** -The Absorbent Mind (Montessori);Thought and Language (Vygotsky);The Child's Construction of Reality (Piaget); Pedagogy of the Oppressed (Freire); Intelligence Reframed: Multiple Intelligences for the 21st Century (Gardner)
Sociology - The Rules of Sociological Method (Durkheim);Manifesto of the Communist Party (Marx and Engels); Social Organization (Cooley); **Diversity and Gender** - The Souls of Black Folk (WEB DuBois);The Female World from a Global Perspective (Bernard)

Tests and Assessments: In Social Sciences, the Great Books faculty leaders will work with students' ability to read and analyze approaches to historical milieus or contexts. Short weekly essays, a midterm test, a final comprehensive semester essay test and final semester projects will be due in this course.

Grading: Oral Participation __25%__ Homework __15%__ Essays __20%__ Final Project 20%__ Test Scores __20%

Student self-assessments in Collaboration and Individual Contribution will also be measured.

Natural Sciences - Year 3 - Evolution, Biology, Chemistry, Light & Motion, Genetics, Animal Behavior, Quantum Physics and Molecular Biology

Natural Sciences provide the groundwork for inquiry into all biological and living organizational systems.

Expectations: YuCai International Course students will deepen their discussions in the natural sciences and delve into categories of questions and inquiry related to the sciences.

Organization: Readings are organized beginning with the Greeks and continuing through historical time through the 20th century. The works represent complex ways of knowing that are relevant to all fields of study today, including Information Sciences and Knowledge Organization Studies.

Goals: Students will understand the differences between examples, inductive, deductive and adductive reasoning, and game theories, which form the basis of 21st Century computer sciences. They will be able to discuss nuances of quantum and molecular and sciences and how they interface with today's computer-based research. Students will become familiar with terms and topics of current, higher-level science centers in Western schools and colleges. Students will produce a group video-tape project based on the subjects in the main texts and excerpts.

Main Texts: Starting Off Strong, What's the Matter? The Nature of Life; Readings in Biology; Selections from Science Fiction Omnibus.

Also included may be excerpts from the following lists:

Excerpts from...Aristotle (Posterior Analytics); Book of Optics (Ibn al-Haytham/Alhazen); Two New Sciences (Galileo); Novum Organum (Francis Bacon); Discourse on Method (Descartes); Principia (Newton); The Structure of Scientific Revolutions (Kuhn)

Excerpts from...1984 (Orwell); A Brave New World (Huxley); The Immortal Life of Henrietta Lacks (Skloot); Obedience to Authority: An Experimental View (Milgram)

Tests and Assessments: In Natural Sciences, Great Books faculty leaders will work with students on articulating scientific content and how it relates to historical scientific traditions and ongoing conversations about nature, conservation, and environmental protection. Unit projects, a mid-term test, a final comprehensive semester essay test, and final semester video science project will be due in this course.

Grading = Oral Participation _25%__ Homework _15%__ Tests _20%__ Unit Projects _20%__ Final Project _20%__

Student self-assessments in Collaboration and Individual Contribution will also be measured.

Integrated Studies - Year 3 - Logic, Rhetoric, Nature & Creation of Mathematics and History of Western Philosophy

Integrated studies combine disciplines in unique ways that stimulate intellectual creativity and innovation.

Expectations: YuCai International Course students will focus on narration, rhetoric, logic and social engagement. Intensive practice in the art of public speaking moves the students into highly advanced means of communication. This skill will prepare them for a range of leadership roles in the future.

Organization: The course is organized to allow students to design and develop many topics of their choice and make short, three-minute presentations to selected audiences. These speeches will increase in length and deepen in content over time. The rules of proper engagement in speech situations and active listening are developed as the course progresses. Finally, many outside guests will visit the course during these presentations in order to provide objective or professional feedback.

Goals: Students are taught how to choose and develop unique topics for speeches. Students will write and rehearse scripts for presenting to others. Students will gain superb writing and editing skills based on group critique of their speeches. Students will become thoroughly versed in the art of public presentations.

Main Texts: Portfolio Assessments from Junior Great Books Series 2 - 5 Assessment Tools (http://www.greatbooks.org/fileadmin/pdf/JGB_Series_2-6_Assessment.pdf) or Great Books Foundation Middle and High School Assessment Tools (http://www.greatbooks.org/fileadmin/pdf/JGB_7-9_IGB_1-3.pdf); Selections from Junior Great Books.

Also included may be excerpts from:

Public speaking through business strategies, e.g. "Toast Masters"

Original works of art and music, chosen to illustrate the themes and elements of this speech and communication course, and which may include music lyrics and art pieces related to study in other classes.

Tests and Assessments: Great Books faculty leaders will work intensively with students on formulating critical, reasoned responses to works of art and music, and on integrating these elements with the thematic concerns of the other courses.

Short weekly speeches that develop a theme, a mid-term essay test, and a final project will be due in this course. Speeches will be added to students' college preparatory e-portfolios and assessed as homework.

Grading = Oral participation __25%__ Homework __20%__ Project __20%__ Final Portfolio __20%__ Test Scores __15%__

Student self-assessments in Collaboration and Individual Contribution will also be measured.