



Tyler Robinson
English 9 (2)
2-7

MT#4 Learning Story: How and Why ...

Part 1 - Notes

I. Description Level - class so far

A. R & J movie (1996) by Luhrmann

B. All Is True movie by Elton

C. Levels of Analysis and 5 fs

D. Story: "One Good Man" by Alexie

E. Story/Novel: "The Outsiders" by Hinton

F. Speed writes

G. Poem on Unrequited love (Oliver)

and sensory imagery + alliteration

(literary devices)

H. Purpose of expository essay

I. Purpose of mid term
exam

J. Overview of reports and
other assignments (6 assignments
due before Spring Break)

K. YA romance novel study

L. Four weddings and a funeral
clip (~~"Funder"~~ "Funeral Blues" or
"Stop all the clocks" poem
by Auden)

M. "Story Time" - examples of
your stories that you will
share later on

N. Introduction to theories of narrative

1. What is theory?
2. How do I develop theory?
3. Why does theory matter?
4. How does this (theory) connect to English class essays and assignments?
5. Preview: Bruner, Maracle, King, Vygotsky

II ~~III~~ Connection level

A. Course theme: "The Power of Love"

B. Other themes:

1. literacy
2. writing as a system
3. writing as a process
4. writing as thinking
made visible
5. family
6. read between the lines
7. make connections
8. loyalty and friends
9. sex and power
10. forbidden love
11. relationships
12. rights and respect
13. theory

III. Reflection Level

A. why does _____ matter?

1. reading ... words allow you to see and

understand things - meaning

of words helps clarity

how you think (mind-model)

2. writing ... writing puts

your thoughts on paper

so you can revise and

share your thoughts

3. thinking ... rigour and

systematic thinking is

super powerful — it
lets you get what
you want — work for
your values and help
your community

4. essays ... matter because
pain is a theme (write
until your fingers bleed)

5. stories ... matter because
"Stories are all that you
are" (Kings) and they

TRANSFORM perspective,
tell history (memory) and

construct our reality.

6. theory ... it helps

you understand reality,

solve problems, and see

danger (protect yourself

from danger) YOUR

SURVIVAL depends ~~on~~ on

THEORY (praxis)

IV Explain level

A. Why: The point of the course

is to learn how to understand

"theory" and to do "theory" (praxis)

B. What: Dive in, read

stories and read ideas,

think ...

a system (apply rigorous systematic thinking to understand and explain writing as a system)

② How: Read it and some of your learning is implicit and some is explicit (work through the Zone of Proximal Development)

③ Why: The teacher needs to know where you are now in terms of what you know and can do and you need to start "Dunk" it

B. Why: The point of the class is for you to "just do it" — write papers (apply theory ...)

1. Explicit instruction on theory

2. Explicit instruction on writing (how to write an essay)

3. Read texts and then write about them

4. Do it (praxis) and

write great essays that

make your thinking visible

Part 2 - Learning story (10 min)

It's been a busy two weeks since the start of this ~~systr~~ semester. So far I have viewed two movies, read three poems, written eight speed writes, heard two essays by Mr. Kertes, completed three home work assignments, completed one quiz, and (am now) writing a learning story.

The point of this class is to think using these theories

uses rigour and systematic thinking to explain how and why reality is like it is. Theory is not a guess or a hunch. In an academic setting theory explains is based on strong evidence and solid reasoning. Theories are used by scholars to explain reality. Scholars use writing as a system to think.

A system is a bunch of parts that work together and working together they do

to do this

own. Systems are made up of these elements: inputs, outputs, boundaries, function, and components.

The function of writing is to make thinking visible. The inputs are ideas, words, stories, connections, reflections, facts, data, beliefs, and values. The outputs are clarity, theory, understanding, and power. The components include these subsystems:

Five fs, Levels of Analysis, Six Stages of writing, and Systems Thinking.

The point of this class

is to use writing to think better.