ENGL 201

Introduction to the Literary Genres

Second Year
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Study Guide

Course Title  Introduction to the Literary Genre
Course code   English 201
Level         Second Year
Duration      One Semester
Credits       3 credit hours
Requirements: English 101-102, 103-104, or 105-106

Course Description

This is a basic introductory course to the study of literary genres. It aims to develop an appreciation of the short story and the novel. This is a required course for English majors.

Rationale for the Course

The study of literature will give you the tools to understand the past and be able to be better prepared for the future. Literature provokes thinking and enjoyment of the thoughts of man and gives you the background to what is being written today.

General Objectives
At the end of the course, the students will:

1. Recognize and analyze the short story and the novel as literary genres.
2. Read and orally inform the teacher that he/she has read short stories or a novel during the semester.
3. Acquire the habit of reading literature for pleasure and enjoyment.
4. Develop an awareness of the importance of the literacy genres.
5. Develop awareness of the deeper values and insights that a short story or novel may reveal.
6. Apply the skills acquired in this course to other subjects.
7. Read and express the various elements observed in the short stories or novels discussed during the semester.
8. Research information regarding literary contest dealing with the short stories or novels.
9. Watch attentively and show interest on films, recordings and movies of the literary genres discussed in class.
10. Demonstrate preference for creative writing by voluntarily submitting a short story to a literary contest.
11. Orally discuss how some of the short stories or novels have affected their lives.
12. Apply his knowledge of the short story and the novel to the same genres in Spanish.
13. Demonstrate the ability to apply knowledge of vocabulary terms learned in a short story or novel by using them in context.
Textbooks Required

Suggested Novels: See Workshop One, Web site # 3, select a novel.
(1) Animal Farm, (2) The Catcher in the Rye, (3) The Little Prince

Recommended


Resources and Audiovisual Aids

The following are televised courses that complement this course. They are shown on Channel 40 and are located in the library.

1. Introduction to the Short Story: “Rhythms of My Island,”
   Gloria Hernández
2. The Short Story- Action, Plot, Conflict, Climax: “The Jewels,”
   by Guy de Maupassant
3. The Short Story-Ending, Author’s Purpose, Suspense: “After Twenty Years,”
   by O. Henry
4. The Short Story-Setting, Characterization: “The Open Window,” by H. H. Munro
6. The Short Story- Theme, Point of View: “Araby,” by James Joyce
7. The Short Story-Point of View, Title, Unity: “Shame,” by Dick Gregory
Evaluation
Assignments and percentages

<table>
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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Participation &amp; Contribution</td>
<td>100</td>
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<td>Class Presentation</td>
<td>100</td>
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<td>Writer’s Journal</td>
<td>100</td>
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<tr>
<td>Final exam /project</td>
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Final exam is required for final grade.

Students missing the final exam will be given an “incomplete.” This grade may be removed by the beginning of the following semester. See facilitator for dates and restrictions.

Grading Scale

100 - 90 = A, 89 - 80 = B, 79 - 70 = C, 69 - 60 = D, 59 below = F

Description of assignments and evaluation

- **Participation and contribution**: All students are expected to attend class prepared to discuss workshop topics.
- **Class presentation**: Presentation of a novel using various styles of presentation: Examples – game, dramatization, collage, pictorial slides, audiovisuals, re-telling/re-writing, monologue, etc. Use the *Elements of the Novel – Appendix B/C* to write final report.
Writer’s Journal – entries based on weekly readings, resources or audiovisuals read or seen per week, and homework assignments. Include descriptions of elements of the short story and the novel, and summaries of the themes from the readings. Due: Workshop Four. Facilitator may request a written reflection from a reading at the beginning of each class, after a group discussion, or for homework.

Final exam / project (take-home or in-class)- the facilitator will discuss the exam or project for final grade based on short stories and novels discussed in the course. Appendixes may be used as a guide for this assignment.

Guidelines for the Course

1. Attendance is necessary. In case of non-attendance, the student should contact the facilitator in order to be excused.

2. The facilitator will have the right to accept the excuse and the assigned work. The facilitator will use his/her criteria in evaluating the work.

3. This is an accelerated program. Students should be prepared before each workshop. An average of 10 hours per week is required for each workshop.
4. Student’s work should be original. Plagiarism is not acceptable. 
   Credits must be given to the source of information.

5. Changes made by the facilitator will be discussed in the first 
   workshop. A written description of the changes will be given to the 
   students as well as to the Program.

6. The facilitator will establish the means of contact and 
   communication for the course.
Workshop One

Specific objectives
The student will:

1. Identify and define the elements of the short story and the novel:
   a. Title
   b. Plot
   c. Conflict
   d. Action
   e. Suspense
   f. Endings
   g. Settings
   h. Characterization
   i. Point of view
   j. Theme

2. Identify the introduction, climax and ending when given a short story or a novel.

3. Determine the plot of a short story or a novel.

4. Determine and explain the type of conflict in a given short story or novel.

5. Determine and explain the setting in a given short story or novel.

Web sites
http://www.humanityquest.com/topic/Definitions
http://www.geocities.com/blondelibrarian/professional/literature/shortst.html

Research and select a novel for the course
http://www.free-booknotes.com/
http://www.stories.org.br/
http://mysteries.mysterey.net.com

Note other web sites found while doing research.
Assignments before Workshop One

1. Define the elements of the short story and the novel: Title, Plot, Conflict, Setting, Action, Suspense, Ending, Characterization, Point of View, Theme.
   Definitions for: short story and a novel
   Know the difference between a short story and a novel.
   Include assignment in Writers Journal.

2. Select a novel to read throughout the five weeks, read several chapters (make a reading schedule, so as to complete the novel by the fifth week).

3. Visit web sites given. Share or refer students to other applicable sites found during research (websites are given as a reference, additional information may be found through links).

4. Meet the Short Story, by Elsa Baiz De Gelpi
   Read the: Introduction, The Structure of a Story, and the Basic Elements of the Story- pages 1-14

Activities

1. Introduction- facilitator and students. See Appendix A for ice-breaker activities.

2. Review the course guide, materials, and requirements, final exam or project.

3. Discuss evaluation, criteria, and additional information specific to the facilitator’s guidelines and class rules and procedures (i.e., breaks, cell phones off, make up assignments, contact information).
4. Divide the class into small groups and discuss the definitions of the literary Genres.

The elements of literary genres may be divided per group; each group presents a description of the elements assigned to the group. As a group come up with an analysis for this type of literary form. What experiences, values, or themes are being conveyed in a short story or novel? Why are they so popular?

5. Small group presentations and group discussion. Write a short reflection based on the discussion.

6. Creative presentation: Small group

Meet the Short Story, Elsa Baiz De Gelpi

Re-telling the short story to demonstrate the elements

Select a story with six pages or less for this activity (short to read).
Each story is preceded by a head note that points to an interesting element in the story.

Read and plan a presentation activity: Use the guided questions to help in the planning.
Presentation Ideas: Use any of these or select one of your own.

A. Character interview- talk show type of format.
B. Role play- scene or overall theme of the story.
C. Character Illustration- drawing or verbal description how the character(s) looks like.
D. Create a song or game- example, if the story is about love, how would the character express his emotions?

Do the presentations and discuss the themes or values that are same or different through out these stories.

This can be represented using a venn diagram to show the differences and similarities of the stories.

7. Inform the facilitator regarding the novel selected for the course.
   If time permits, share a brief description of your novel.

8. See Workshop Two for assignments to do before next workshop.
Workshop Two

Specific objectives

At the end of this workshop, the student will

1. identify and define the elements of the short story and novel (continuation of the other elements of the short story or novel).

   Other elements of the short story:
   a. Tone
   b. Mood
   c. Style and Language
   d. Symbolism
   e. Irony
   f. Unity

2. Analyze and explain the other elements of the short story or novel.

3. Recognize these other elements in the selected short stories or novels.

4. Distinguish a protagonist in a given short story or novel.

Web sites
Definitions:
http://www.humanityquest.com/topic/Definitions/

Various dictionaries. Describes the short story: point of view - history.
http://encarta.msn.com/encyclopedia_761559304/Short_Story.html

Collection of 900 short stories.
http://www.classicreader.com/
http://www.hopcott.freeserve.co.uk/short_story_junction.html

Note others found while doing research:
Assignments before Workshop Two

1. Define the other elements of the short story and the novel: Symbolism, Irony, Tone, Mood, Style and Language, Unity. Include these definitions in the Writer’s Journal. Use the textbook or websites for definitions.

2. See Resources and Audiovisual Aids:
   Select a course to watch and review. Write a summary in the Writer's Journal.

3. Visit web sites given.

4. Read the short stories for small group activity: Select 2 stories.
   - The Jewels, Guy de Maupassant, page 162
   - The Mother, Italo Svevo, page 116
   - Beware of the Dog, Roald Dahl, page 129
   - The Sculptor's Funeral, Willa Cather, 185

5. Complete Elements of a Novel report, part I. Appendix B


Activities

1. Clarify any questions from Workshop One.

2. Discuss the other elements of the short story.

3. Small Group Activity:
   A. Divide into groups based on stories read before workshop.
      See: Meet the Short Story, Textbook
B. Presentation Ideas

1. **Prepare a movie review** for the newspaper- this story will start in major theaters this weekend. How will you convince the movie goers to see this major blockbuster?

2. Convert the theme into another genre: poem, song, play, opera.

3. **Dramatize a scene**: Present a scene, use props and costumes.

4. **Interactive presentation** - the audience becomes involved:
   Talk show format where there is a panel of experts and a host that takes questions from the audience.

5. **Write a monologue** as if you were one of the characters in the story and share your point of view about the theme.

   You may be the protagonist (central character) or the antagonist (the opposing force)- page 8 textbook.

   Present the monologue to another small group / or whole group.

   [While students are working on their presentation, the facilitator will check entries on student Writer’s Journal.

   Facilitator may select one entry to give feedback or collect one and return the following week.] See Rubric in **Appendix D**

6. **Individual activity**: Elements of a Novel – complete part II of **Appendix B**.
Then prepare a short oral report on the novel. (See: General Elements of a Novel -Appendix C). This is a guide for organizing your oral report.

Not all sections need to be completed. To report on all the elements of the novel when it has been completed at the end of the course.

7. Present Oral Reports: explain the main elements of your novel based on your reading.
8. Pair and Share Activity with a partner.
   Discuss entries in your Writer's journal showing your reflections about the short stories you have read.
9. See Workshop Three for next week's assignments.
Workshop Three

Specific objectives
At the end of this workshop, the student will:

1. Determine whether action is episodic or chronological in the short story or novel.
2. Determine how the endings reflect real life experiences.
3. Determine the author’s purpose based on the elements of short story or novel.
4. Interpret the elements in selected short stories.

Web sites

Collection of 1000 short stories.
http://www.online-literature.com/

The Short Story Classics: The Best from the Masters of the Genre
http://www.geocities.com/short_stories_page/

The Novel: Three-part Series
http://www.klise.com/learn/fiction/novel.htm

Four Basic Elements of a Novel.
http://www.nicholassparks.com/WritersCorner/TheNovel.html
Assignments before Workshop Three

1. Define these terms: episodic, resolution, imagery, omniscient or omniscience, narrative hook. Add other terms you found in your research of literary genres for the short story and novel.

2. Read two short stories from on-line websites (see below). Bring a copy to Class.

3. Continue Elements of a Novel Report, part III. Appendix B.

4. Visit web sites.

5. Select a course (s) to see from the Audiovisual Aids list. Enter notes in Writer’s Journal

Activities

1. Small Group Activity: Presentation Ideas (Short story-websites).
   a. Discuss the stories read and select one to do a Story Pyramid Appendix E
      Describing the main character, setting, events, ending, etc.
   b. Political Campaign: Select a character with strong personality traits that could would fit a political position. Build the character for this position and use the story elements to write a speech or televised infomercial.
c. Episodic (scenes with no order - “flashback”) or chronological (scenes occurring in order). Select a story that has one of this characteristics. Develop it by using visual aids: Chart with frames describing the flashback scenes, a timeline, or diagram. What style is appealing? Why would the writer use this style of writing?

d. High profile character change: re-tell the story, but use names of famous people (actors, sports figures, cartoons, rock and roll legends, etc). How are the story elements more captivating by changing the character? Can the audience relate (class) to the theme and apply the experiences to their own life?

2. Whole group discussion.

3. Write a reflection based on the presentations and discussions.

4. Individual activity:

   Select a story from the textbook: Meet the Short Story.

   Complete the form: “How to talk about the short story” Appendix F

5. Small group: Think, Pair & Share – Appendix G

   Make groups of three and share your story map.

   Each small group member should have a different story.

6. Novel reports: Use the form completed for homework to discuss the novels. Discuss the following conflicts or themes found in the novels.

   a. Individual vs. individual

   b. Individual vs. society

   c. Individual vs. nature

   d. Individual vs. self
Reflection questions - use these to generate a discussion and come up with new questions or conclusions.

1. In general, what is the author’s purpose for writing using these themes?
2. Who are what is in control of the situation (man or other things)?
3. Is there implied self-defeat or conquest?
4. Where do you see yourself in these struggles?
5. Can you see other people in your circle of friends and relatives who are “trapped” in their situation, but should be open to change?

7. See Workshop Four for homework assignments.
Workshop Four

Specific objectives
At the end of this workshop, the student will:

1. Determine if there is irony and the type of irony in a given story or novel.
2. Analyze the common elements found in a short story or novel by comparing and contrasting elements found in both genres.
3. Analyze the major themes, concepts, and critical perspective in the short stories or novels.
4. Apply skills learned in order to write a short story.

Websites

Collection short stories: www.classicreader.com
http://www.shortstorygroup.com/
(Web site for writers- links to literature resources).

Assignments before Workshop Four

1. Visit web sites. Select a short story with irony and bring to class.
3. Answer the questions on Analysis, page 124-125.
4. Use the KWL chart to write down what you know & want to know about the major themes of a short story or novel. Appendix H KWL Chart
5. Bring web site information for writing and publishing short stories.
6. Turn in Writer’s Journal at the end of the workshop.
Activities

1. Individual / Partner Activity:
   a. Complete the “Short Story Survey.” Appendix I
   b. Discuss the surveys with a partner.

   a. Discuss the Analysis questions, page 124.
   b. Discuss the KWL chart - What do you know about the elements of a short story or novel. What do you want to know?
   c. At the end of the workshop complete, “What did you learn?”

3. Small Group Activity:
   a. Create a short story about two-three pages in length.
   b. Brainstorm ideas for your story.
   c. Select the theme, characters, plot and other elements, as necessary.
   d. Group may use a story discussed in class, all you need is to make some changes to make it different.
   e. Group may select a recorder, or take turns by passing the paper around the group and adding to the story.
   f. Read and edit story to make sure it flows and it’s to everyone’s agreement.
   g. Plan a way of presenting your original story to another group.
   h. See ideas from previous workshops.
   i. After the presentations, write a reflective entry in your Writer’s Journal about your story and the other stories you heard.
4. Share research done on publishing stories or novels. Discuss your stories as possible entries, or stories you have written and want to follow through with publishing.

5. Complete KWL Chart, what your learned, Appendix H.

6. Collect Writer’s Journal

7. Review any assignments pending and see Workshop Five for homework.
Workshop Five

Specific objectives
At the end of this workshop, the student will:

1. Determine the point of view of the short story or novel.
2. Determine and explain the purpose and theme of the short story or novel.
3. Inform the facilitator that he/she has read short stories or a novel during the course.

* Entries in Writer’s Journal (summaries and reactions to the readings).

Websites
http://www.hopcott.freeserve.co.uk/or
http://www.hopcott.freeserve.co.uk/short_story_junction.html
http://www.onlin-library.org/fictions/

Assignments before Workshop Five
1. Class Presentation report on a novel- present the novels in small or whole group. Turn-in a copy of report to the facilitator.
2. Complete a final exam or project –on the short stories /novel.

Activities
1. Presentations:
   a. Do the presentations of the novels in small groups or as a whole.
   b. What was the point of view in the various novels?
   c. Discussion of what was learned based on the elements of the short story and the novel.
2. Complete final exam or present final project.
APPENDIX

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Appendix A

Icebreaker Ideas for Introduction

I. Interview a classmate. Write down his/her answer and introduce to the class:

1. Name and career goals.
2. What countries or places would you like to visit in the near future?
3. What famous person would you like to trade places for a day?
4. What word /phrase would best describe yourself?

I. Make a picture of yourself:

5. On the head write a value that is very important to you.
6. On the chest write the feelings that are most important in your life.
7. On the legs write what direction would you like your life to go.
8. On the feet write the famous people you would like to follow.
Appendix B

Elements of a Novel

Part I:
A. To be answered in the first third of the novel:
   1. What has happened before the novel begins?
   2. What’s going on at the beginning of the story?
   3. From whose point of view is the story told?
   4. Describe the setting (time, place, social/environmental factors) of the novel. Is the setting important or could it be happening anywhere, at any time?
   5. What is the initial conflict/problem faced by the main character?
   6. What types of conflict become evident as the story progresses? Give specific examples.
   7. In 2 or 3 sentences, describe each of the major characters that have been introduced so far.

Part II:
B. To be answered in the middle third of the novel:
   1. What new things have been added to the original conflict as the novel progresses?
   2. Is there a message or main theme emerging in the book? Describe it.
   3. Describe the new characters that have been introduced since the first third of the book?
   4. List the main events that occur here as part of the rising action.

Part III:
C. To be answered in the last third of the novel.
   1. What plot twists or unexpected events happen as the novel comes to an end?
   2. What is the climax of the novel?
   3. How are the major and minor conflicts resolved?
   4. List which characters are flat, round, static, and dynamic.
   5. Describe the character development of the main character.
   6. How has he changed over the course of the novel and what has caused this change?
   7. What was the main message of the novel?
Appendix C

General: Elements of a Novel

A. Title
B. Author
C. Theme
D. Setting
E. Description of the main characters
F. Problem
G. Climax / Turning Point
H. Resolution
Appendix D  

**Writer’s Journal Process Rubric**

This rubric will be used for the weekly writing assignments. The facilitator will skim and scan the journal for new entries every week. You should have at least 2-3 entries per week (depending on assignments for that week).

Goal: 25 points per week (x4 weeks) / 100 points total for course (100%)

Student’s Name: __________________________________________
Course: ___________________________________________________

0 –Not observed  1- Deficient  2-Average  3-Good  4  5-Excellent  
N/A= Does not apply.

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<th>N/A</th>
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<tr>
<td>1. Demonstrates thoughtfulness and reflection on the topic.</td>
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<td>2. Was the journal available for review in class?</td>
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<td>3. Is it typed, written and legible? Are your entries dated? Is there more than one entry?</td>
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<td>4. The entries seem to show the student dedicated time and effort to writing. Ideas were developed thoroughly.</td>
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<td>5. Mechanics: The student used grammar and punctuation correctly.</td>
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<td>6. Are your entries disorganized? No clear date for the entry is given.</td>
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<td>7. Your entry is very short. One or two sentences.</td>
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<td>8. You don’t have a journal entry for this week.</td>
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<td>9. Total</td>
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Appendix E

**Story Pyramid**

1. ____________________________
   Name of main character

2. _________________________________
   Two words, describing main character.

3. ______________________________________
   Three words describing setting.

4. ______________________________________________
   Four words stating problem.

5. __________________________________________________
   Five words describing one event.

6. _______________________________________________________
   Six words describing second event.

7. _____________________________________________________________
   Seven words describing third event.

8. _____________________________________________________________
   Eight words describing solution.
Appendix F

How to talk about a Short Story
www.cswnet.com/~erin/fiction.htm

A short story is a brief work of fiction consisting of the following basic elements listed below. Although the short story originated much earlier, it has received its greatest recognition as a literary form in this century.

I. Plot--the action of a story
   Instead of just retelling the story, give a basic outline of it by telling
   1. how it begins
   2. what the conflict is
   3. what the climax is
   4. how it ends and if this ending was consistent and satisfying

II. Character--tell about the main character or characters (not just a physical description--what kind of people are they?)

How do we find out about them--
   1. by what they say
   2. by what they do
   3. by what is said about them
Do not fail to mention if you see anything unusual about the type of characters that are used. They could be

1. symbolic
2. satirical
3. stock
4. realistic
5. exaggerated

III. SETTING--time and place

Is the setting important to the plot
How would the story change if the setting were different?
The answers to these questions are indicators of whether or not the setting is important

IV. THEME--the author's purpose in writing
There are many different possible themes; a novel may have more than one them. The possible themes could be:

1. moralistic--to teach a lesson
2. for entertainment--just to tell an exciting tale
3. to make us laugh
4. to weave a fantasy and let us escape from reality
5. to explore a certain character
6. to explore a certain setting and how it affected people or events

***In connection with the theme, always consider the title. It will often lead you to an understanding of the theme.
V. **STYLE**—the way an author writes

This element of the short story is often the most difficult to understand and discuss at first. Here are some possible things to consider, but remember to use your own observations about the way the author writes.

1. Is symbolism important?
2. Are there any flashbacks, or is the story's time element chronological?
3. What is the point of view? (1st person, 3rd person all-knowing, 3rd person objective)
4. Was exaggeration used in the story and why?
5. Was the ending foreshadowed and consistent?
6. Which of the elements is the most important in the story?
7. How does the author use dialogue?
8. Is humor used? How is it used?
9. Is there anything unusual about the character types?
   - What else did you observe about the way the story was written?
Appendix G

**Think - Pair and Share**

This is a discussion strategy to involve everyone in the group. Pose a question or a topic. Students “think” and write down what they know or have learned about the topic. Students “pair” with another student or small group and share their ideas.

Instructions: Take a few minutes to preview the questions (think), pair with a partner(s), share your reflections.

I. Characters, setting:
   
   A. Who are the characters?
   B. Describe the setting.

II. Theme/plot:

   A. What is the plot that is being conveyed in the story?
   B. Are there subplots?
   C. Is there a theme that can be transferred into everyday life experiences?
   D. Are there similar themes in the other stories shared in the large or small groups?

III. Purpose:

   A. What was the author’s purpose in writing this selection?
   B. Is the purpose presented clearly, vague?

IV. Conflict/Resolution:

   A. What is the conflict in the story?
   B. What contributes to the conflict?
   C. How do you think the problem will be solved, or was the problem resolved?
   D. Is this the solution you would have chosen?
## Appendix H

### KWL CHART

<table>
<thead>
<tr>
<th>What do you <strong>know</strong>?</th>
<th>What do you <strong>want to know</strong>?</th>
<th>What did you <strong>learn</strong>?</th>
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Appendix I

Short Story Survey

1. I enjoy reading short stories.
   agree disagree

2. What is the title of your favorite short story or the name of an author whose short stories you have enjoyed?

3. I have read at least 3 short stories for this course and feel that I understand the basic elements?
   agree disagree

4. Most short stories are easy to understand.
   agree disagree

5. Short stories have themes which can be related to real life experiences.
   agree disagree

6. While reading a short story, I enjoy most of the characters
   agree disagree
### Additional Type
#### Short Story Chart

<table>
<thead>
<tr>
<th>Title Author</th>
<th>Favorite Character Second character(s)</th>
<th>What is he or she like?</th>
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<tr>
<th>Where did the story happen? When?</th>
<th>What happened?</th>
<th>Middle:</th>
<th>End:</th>
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<table>
<thead>
<tr>
<th>What will happen next?</th>
<th>What was your favorite part?</th>
<th>What was something you learned?</th>
<th>How well did you like the story?</th>
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Prep.2003  Tere Rodriguez