Ms. Huff’s English 11/12 **Personal Enrichment/Inquiry Project**

**Personal Inquiry Project**

* Will involve class discussions and your own independent inquiry into your book.
* Will involve **research** beyond the reading of the book.

There are several areas which may choose to focus on for your inquiry: **Composition (C), Creative Writing (CW), Literary Studies (FLS), New Media (NM),** and **Spoken Language(SL).** The following is a list of suggestions for you to consider as you start thinking about how you might want direct your independent inquiry (please keep in mind that these are *suggestions* only):

* **Literary Ess**ay – compose a formal analysis of some aspect (e.g. theme, character) of your book. (**C / LS)**
* **Literary Synthesis** – in either essay or presentation format, analyze a common theme found in your book and one other literary text (novel, short story, poem, play, essay). **(C / LS)**
* **Movie/play Synthesis** – in either essay or presentation format, analyze a common theme found in your book and a film or play **(C / LS / NM)**
* **Creative Literary Response** – write an original, creative work of literature (book chapter, short story, poem, etc.) in which you “respond” to some aspect of your book. **(CW)**
* **Blog** – create a blog in which you update your thoughts, analysis and connections while reading your book. **(C / LS / NM)**
* **Podcast** – create a podcast in which you create an on-going audio journal of your thoughts, analysis and connection to a theme or topic from your book. **(NM / SL)**
* **Seminar Presentation** – give a detailed seminar/lecture on your book; you may opt to include a Power Point presentation with your seminar. **(LS / SL)**
* **Debate** – with one other student in class, present a debate about your respective books; this would only make sense if your books presented differing perspectives on a common theme. **(LS / SL)**
* **Documentary** – create an original documentary about a theme or topic from your novel **(NM)**
* **Infographic –** design an original infographic about a theme or topic related to your novel. **(NM)**
* **Other –** if you think you may have an independent inquiry idea that first into one of the five categories, but is not listed in the suggestions above, you are encouraged to meet with the teacher to discuss your idea(s) as soon as possible

**Timeline –** below is a tentative timeline for the Personal Enrichment Inquiry Project; all dates and formats are subject to change, but students will be notified of changes well in advance of due dates. Note: Students can discuss their project with the teacher at any time throughout the year, even if it is not a designated “spot check” (see below).

**Mid-September:** Book lists will be distributed. Students will have approximately 1 week to investigate the titles that are of interest to them, and formulate a list of at least their top 5 preferences.

**Last week of September:** Book selection. Names will be drawn at random. Begin reading your book and keeping track of your analysis; you are not required to keep a formal reader response journal, but it is advisable that you keep track of your thoughts while you are reading, and not wait until the book is done.

**End of November:** First class discussion. You will not be required to have read your entire book by this point, but you should have read enough to explain the content of your book, the themes of your book, as well as the current focus of your inquiry (this may change as you continue reading, so you are not required to stick with your original focus of inquiry).

**Mid-February:** Spot Check #1 **--** Inquiry Proposals due for teacher approval. Students must submit a brief proposal (in writing) describing their independent inquiry project, as well as meet with the teacher one-on-one to discuss any concerns or questions about their chosen method of inquiry; it is expected that everyone will have read at least half of their book by this point.

**Early March**–Spot Check #2 – Students will meet with Ms. Huff to finalize their inquiry project choice and go over the criteria for their choice. Students will be expected to have their books finished by this point.

**April – 2nd class discussion**

**Mid-May-** Submission of inquiry project. Individual oral presentation (reflection on inquiry). \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Some reminders….**

* For longer/denser works, you are not required to read the *entire* text; select only the ideas that (i.) you can understand, and (ii.) are of interest to you.
* For your inquiry project, you are **required** to do outside research on your text to help you with your understanding, regardless of the format of your inquiry project.
* Choose book selections carefully.
* Assessment of the Personal Enrichment Project will involve teacher and self-assessment