



Course Template:

English 1102 Introduction to Literature

Abstract:

This drama-based service learning project is designed to foster an understanding of the principles and elements of literary drama as well as the issues surrounding teen/unplanned pregnancy, including pregnancy planning and prevention and the importance of healthy relationships. After learning the conventions of literary drama and studying a variety of materials about unplanned pregnancy, students will brainstorm, write, act, and film a short, original dramatic work centered around the theme, "If you get pregnant, it is hard to finish college." Students also produce a short (2-3 page) documented essay about unplanned pregnancy.

Academic Objectives:

After completing this lesson, students will be able to

1. Identify the structural elements of drama
2. Read and analyze drama
3. Use print and electronic references
4. Document resources
5. Implement a designated research paper format
6. Exhibit the ability to use research

Pregnancy Planning/Prevention Objectives:

After completing this lesson, students will

1. Understand how unplanned pregnancy can affect college completion
2. Understand the importance of healthy relationships
3. Know what campus and community resources are available to pregnant and parenting college students and their partners
4. Be familiar with a variety of birth control options and where to get them in the community (e.g., www.bedsider.org)
5. Be exposed to various electronic information sources (e.g., www.TheNationalCampaign.org)

Preparation:

In addition to the discipline-related material, faculty will need to familiarize themselves with the TV series *The Baby Borrowers* and *16 and Pregnant*; the "Preggers" episode from TV series *Glee*; the publications *Rethinking Responsibility* and *The Fog Zone* (available from the National Campaign to Prevent Teen and Unplanned Pregnancy's website, www.TheNationalCampaign.org); Fact or Fiction video vignettes from Bedsider (www.Bedsider.org/features/8), as well as the following websites in general: www.Bedsider.org, www.TheNationalCampaign.org, www.SexReally.com, and www.StayTeen.org.

Faculty will also need to have basic understanding of the process of storyboarding, scriptwriting, and basic video editing (can be done using a PC with software such as iMovie for iMac). Faculty will also need to have available several Flip video cameras (www.theflip.com) or similar equipment to loan to students.

Opening/Introduction:

To introduce students to the special focus of this lesson, several videos were shown in class including the “hot tub” scene from the “Preggers” episode of the TV series Glee (available on iTunes for \$2.99). A discussion then follows (see attached lesson outline).

Student Activity:

This project is designed to take the place of the drama portion of an Introduction to Literature course and in sum represented 35% of the final course grade. Specifically, this project spans seven class sessions and culminates with the screening of student-written and produced mini-dramas about unplanned pregnancy. Students also wrote a short (2-3 page) documented essay (i.e., research paper) about unplanned pregnancy, which took the place of the research assignment for this course.

Service Learning Activity:

Recognizing that our college can also be a service learning placement site, students created a short film about the effects of unplanned pregnancy, with the final versions of the films screened in the college’s student center on two occasions. This project was required of all students in the class. Learning was assessed in several ways—see the “assessment” section below.

Teaching:

The purpose of this project was threefold: (1) to teach drama, (2) for students to demonstrate mastery of research techniques, and (3) for students to have an understanding of the effects of unplanned pregnancy. A lesson outline is attached that provides specific details for each day’s lesson.

Reconnection to Opening/Lesson Objective:

Once the final version of the videos had been screened in class, the entire class reflected on the experience and on what was learned. All students proclaimed newfound knowledge about birth control and about the effects of unplanned pregnancy on society.

Connection to the Real World:

Students relate to this project because it is likely the first frank discussion of sex, pregnancy prevention, and relationships they have had in a collegiate setting. Many students related to the stories presented in the videos. Almost all students knew a young woman who became pregnant and who had to drop out of either high school or college. One woman shared her personal story: She became pregnant at the age of 15. Now 47 years old, she was able to share that, while she loved her family very much, the life she had today was not the life she envisioned for herself. She said, “I never saw myself as a 47-year-old woman enrolled in community college. I had different plans for my future.”

Materials about Unplanned Pregnancy:

- “Preggers” episode of *Glee* (available on iTunes for \$2.99)
- “Maci” episode of *16 and Pregnant* (<http://www.mtv.com/videos/16-and-pregnant-ep1-maci/1612283/playlist.jhtml>)
- *Rethinking Responsibility* (www.thenationalcampaign.org/responsibility)
- *The Fog Zone* (www.thenationalcampaign.org/fogzone/default.aspx)
- *Getting Started at Community Colleges* (www.thenationalcampaign.org/resources/pdf/pubs/gettingstarted.pdf)
- www.TheNationalCampaign.org, www.Bedsider.org, and www.Stayteen.org

Assessment:

The components of this project accounted for, in sum, 35% of the final course grade. Learning was assessed in several ways: (1) the research project was graded as any other paper would be graded and accounted for 20% of the final course grade; (2) the films were evaluated to determine if students mastered the elements and conventions of drama and accounted for 15% of the final course grade (this was counted as a group project with all members receiving the same grade); and (3) focus group reflections—while not graded—provided valuable feedback as to what students learned about the special topic focus of this project (see attached lesson outline for details).

Student Engagement:

Students reacted favorably to the topic; there were no negative reactions. Students understood that they could make a real difference in someone else’s life by helping to disseminate information about preventing unplanned pregnancy. It appeared that this group of students was more engaged with learning than were students in courses without the special focus or service learning project.

General Comments/Advice:

(1) It is important to establish a safe learning environment for students. Make sure they understand that this topic will be discussed in a frank yet academic manner. (2) Editing film takes a very long time. Encourage students to ad-lib portions of the script rather than try to memorize lines. (3) The service learning component could also include students performing their plays or showing their films at a campus-wide or community event or in local high schools, followed by small- and/or large-group discussions.

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Lesson Outline

Dr. Sean Brumfield

English 1102

Research Project – Special Focus on Teen / Unplanned Pregnancy

Activities:

- Watch “Preggers” episode of Glee
- Watch “Maci” episode of 16 & Pregnant
- Read selections from *Rethinking Responsibility* and *The Fog Zone*
- Review www.TheNationalCampaign.org, www.Bedsider.org, and www.StayTeen.org
- Write a short 5-10-minute script, in groups of 5, about a community college student's unplanned pregnancy; create video of performance (off-campus)
- Show videos in class
- Write a short 2-3-page research paper that explores the effects of unplanned pregnancy on community college students using information from The National Campaign's website

DAY 1 (1-½ hour)

- Show brief clip of “hot tub scene” from “Preggers” episode of TV series Glee (available on YouTube)
- Compare / contrast drama to other genres of literature
- Distribute project assignment sheet; see attached
- Briefly explain special topic focus
 - Discuss teen/unplanned pregnancy
 - The National Campaign and its websites
 - Effects of unplanned pregnancy on young women and men
 - Explain components of assignment (research, script, performance, essay)
 - Divide students into groups of 5 (each group should contain a diverse mixture of male and female students)
 - Distribute “Model / Materials Release Form” for students' signatures
 - 61% of women who have children after enrolling in community college don't finish their education. This is a much higher dropout rate than for students who don't have children. What do you think about that? Have you known of anyone dropping out under these circumstances? (from “Getting Started at Community Colleges,” pp. 26-28)
- Watch 16 & Pregnant – “Maci” episode (50 min)
 - Discussion questions:
 - Maci says her parents never really talked to her about sex. By the time she and her boyfriend Ryan decided to have sex, it was “too late.” What do teens need to know about sex and contraception?
 - Many young women imagine that a baby will make their relationship with their boyfriend stronger. How is the reality of the situation different from what Maci expected?
 - Predict what Maci's life will be like as Bentley gets older. How will her life be different from her friends who do not have children?
- Review the following fact sheets from The National Campaign:
 - Briefly: Unplanned Pregnancy and Community Colleges (2009)

- Briefly: Unplanned Pregnancy: What Community Colleges Can Do (2008)
- Briefly: What 20-Somethings Are Saying about Pregnancy, Sex, and Childbearing: Findings from Focus Groups (2008)
- Introduction to Fog Zone

DAY 2 (1-½ hour)

- Introduce “Elements of Drama”
 - Dramatic terminology: drama, from the Greek for “action;” act, scene, setting; dramatis personae; monologue, soliloquy, aside (all function as narrator); comedy vs. tragedy; dramatic irony; melodrama, realism, naturalism, satire, farce; exposition, rising action, climax, falling action, dénouement; characters; theme
- Play “Maybe Baby” (available from The National Campaign website)
 - Discuss results
 - Discuss implications of the following statistic: “Three in ten girls in the United States become pregnant by age 20.”
- Discuss why pregnancy prevention is an important community issue for community colleges; review National Campaign information on community colleges
- Review Bedsider.org website
 - Review “types of birth control” section of the website
 - Watch one or two “real stories” videos (features section)
 - Watch one or two “fact or fiction” videos (features section)
- Give students 15 minutes of in-class time to research / plan for script writing
- Homework: brainstorm ideas for script

DAY 3 (1-½ hour)

- Free-writing (5 minutes): Students free-write about pregnancy prevention looking for potential story ideas, plot points, dialogue, etc.
 - Emphasize the need for a “so what?” moment (i.e., theme / big takeaway)
- In their groups, students create a story “pitch” (basic plot summary, characters, theme, epiphany, etc.)
 - Student groups pitch their ideas to the executive producer (instructor) and the rest of the class
 - The instructor and students provide feedback (remind students about flash forwards, etc.)
- Introduce concept of “storyboarding”
- Distribute copies of “storyboard template” (see attached)
- In groups, students begin to sketch their story ideas
- Homework: students finish their storyboards (next class: students will combine and revise storyboards and begin scripting dialogue and stage directions)

DAY 4 (1-½ hour)

- Remind students to coordinate schedules for “filming” of their movies

- Reinforce intended message / theme: “If you get pregnant, it is hard to finish college”
- Work on revision of storyboards
- Presentation of storyboard ideas to class by groups
- Groups not presenting and instructor offer suggestions for improvement
- Begin scripting
- Homework: work on scripting (next class: students will revise / finalize scripts)

DAY 5 (1-½ hour)

- Reinforce message / theme: “If you get pregnant, it is hard to finish college”
- In class: Working in groups, students finalize their scripts
- Homework: Working in groups, students film their movies using a flip-cam on loan from the college (next class: students will present “rough cut” of movies)

DAY 6 (1-½ hour)

- Students show “rough cut” of movie in class
- Instructor creates finished product based on “rough cuts”

DAY 7 (1-½ hour)

- Presentation of final versions of films in class
- Group reflection:
 - What did you learn about drama and scripting as a result of this project?
 - How do you think your films will affect other students on campus?
 - What did you learn about unplanned pregnancy as a result of completing this project?
 - In what ways did completing this project change or reinforce your opinions about unplanned pregnancy?

Student assignment sheet

Dr. Sean Brumfield
English 1102
Research Project

Your research project this term is based upon the “teen/unplanned pregnancy” service learning project you will be completing. Specifically, you will write a 2–3-page (12 point, Times New Roman, double-spaced) documented essay about the effects of teen and unplanned pregnancy on college students (female and/or male).

Please be sure to following these guidelines:

- (1) Your paper must follow MLA guidelines.
- (2) Your paper must be between 2 and 3 pages in length.
- (3) You paper must be typed using Times New Roman, 12 point.
- (4) Your paper must be double spaced throughout.
- (5) You must use a minimum of 5 sources:
 - a. 1 from a book in the library
 - b. 1 from a scholarly journal
 - c. 1 from The National Campaign to Prevent Teen and Unplanned Pregnancy website (www.thenc.org)
 - d. 1 from *The Fog Zone*
 - e. 1 from *Rethinking Responsibility*
- (6) Your paper should contain a clear thesis.
- (7) Your paper should use direct quotations and paraphrases as needed to support the claim made in your thesis.
- (8) Your paper should have a clear introduction, body, and conclusion.

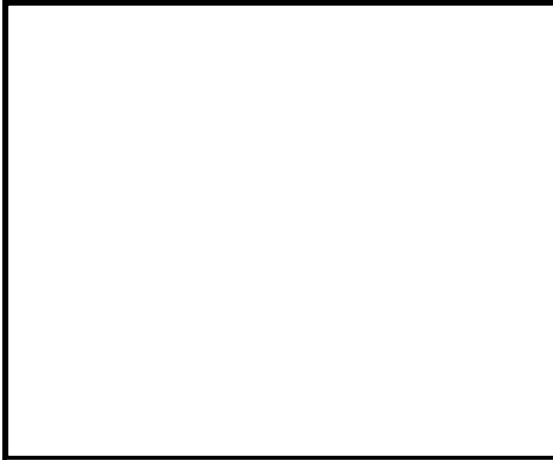
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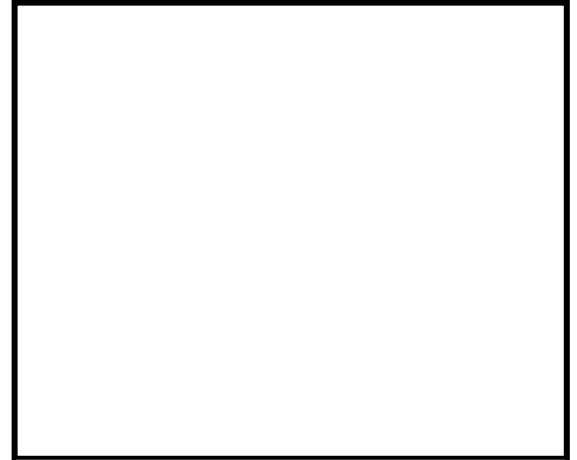
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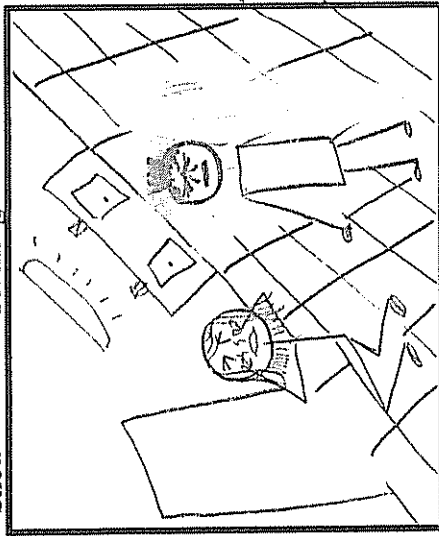
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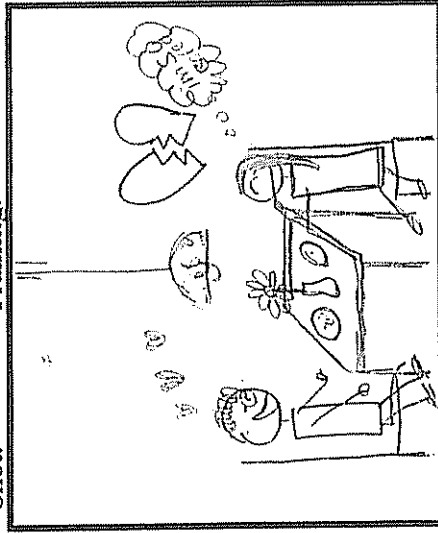
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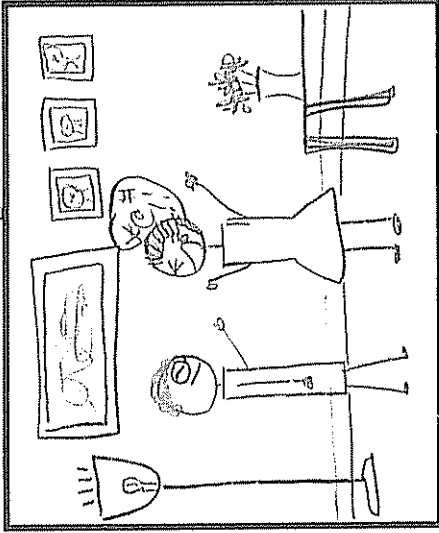
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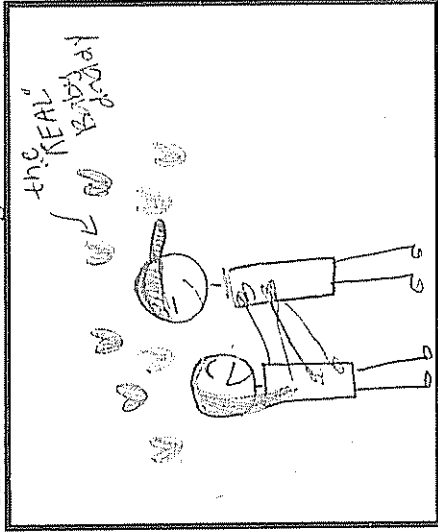
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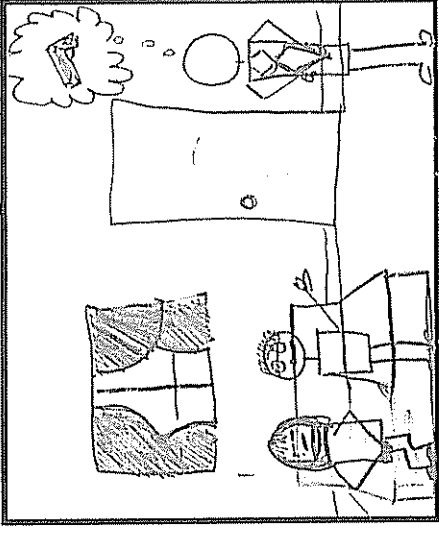
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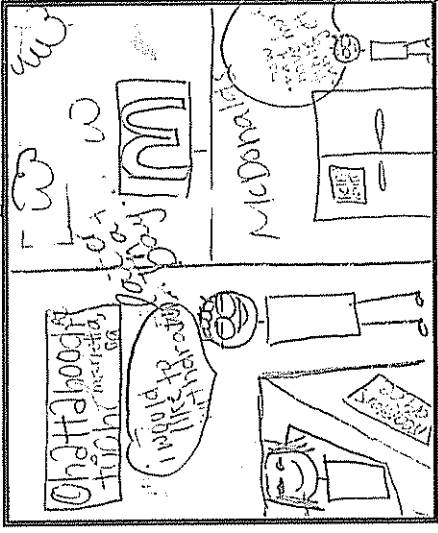
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Audio 1: _____
 Audio 2: _____

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1 year later

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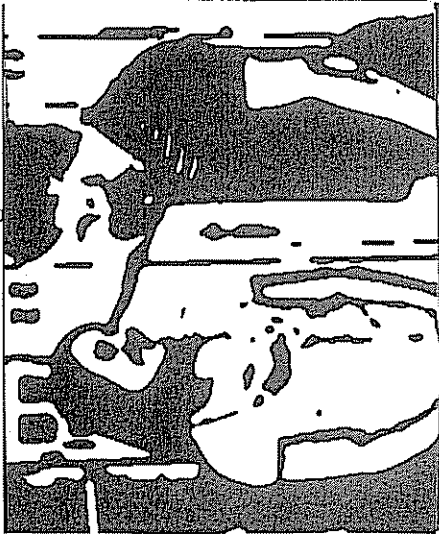
Audio 1: _____
 Audio 2: _____

Shot: _____ Framing: _____

Duration: _____ Shot size: _____
 Angle: _____ Transition: _____

Audio 1: _____
 Audio 2: _____

Shot: _____ Framing: _____



Duration: 50s Shot size: _____
Angle: _____ Transition: _____
Audio 1: JESSICA & CAREER
Audio 2: DATING. SHE NARRATES
THEIR STORY

Shot: _____ Framing: _____



Duration: 40s Shot size: _____
Angle: _____ Transition: _____
Audio 1: JESSICA IS PREGNANT BUT
AUDIO 2: DON'T TELL CAREER, WHEN
EIGHT BECAUSE SHE IS GOING TO GET
THEY

Shot: _____ Framing: _____



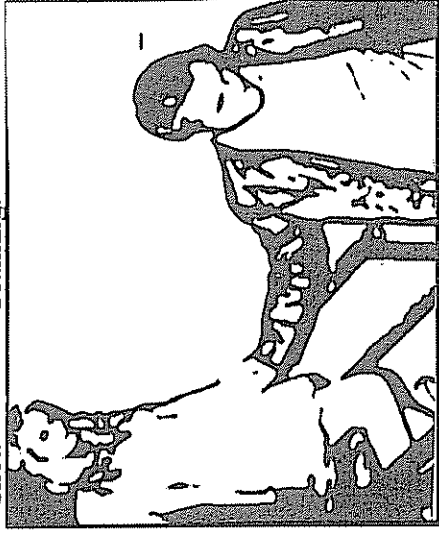
Duration: 1min Shot size: _____
Angle: _____ Transition: _____
Audio 1: JESSICA TELLS HER MOTHER
AUDIO 2: ABOUT THE PREGNANCY

Shot: _____ Framing: _____



Duration: 1min Shot size: _____
Angle: _____ Transition: _____
Audio 1: FATHER IN LAW TALKING
AUDIO 2: TO CAREER

Shot: _____ Framing: _____



Duration: 40s Shot size: _____
Angle: _____ Transition: _____
Audio 1: HE SAYS THAT HE IS
AUDIO 2: NOT READY FOR THIS. HE
IS NOW BUILDING HIS
CAREER

Shot: _____ Framing: _____



Duration: 50s Shot size: _____
Angle: _____ Transition: _____
Audio 1: SHE IS DEPRESSED BECAUSE
AUDIO 2: SHE HAS TO LEAVE SCHOOL
TO TAKE CARE OF THE BABY
TALK ABOUT CHILD SUPPORT
TOO.