Please select two electives from the list below. We encourage you to add an alternate choice, in case one of your choices is not available.

Note: Each student is required to take “Learning to Maximize Learning”

Student’s Complete Name (please print)
_____________________________________________________

Required Course:          A           Learning to Maximize Learning
Course Letter                     Course Name

First Elective: ________ ____________________________________
Course Letter                     Course Name

Second Elective: ________ ____________________________________
Course Letter                     Course Name

Alternate Elective: ________ ____________________________________
Course Letter                     Course Name

COURSE OFFERINGS:

A) **Learning to Maximize Learning**: All students are required to enroll in the Learning to Maximize Learning course.
This class orients students to vital elements of learning such as: organization of time and materials, note-taking, active reading, goal-setting, self-advocacy, and meta-cognition through an interactive curriculum. Students will explore their learning styles and diagnosis as they study aspects of brain research and its impact on learning. Students will conclude the course by creating a letter to future teachers describing their learning strengths and needs.
B) Writing Electives:
Students are strongly encouraged to elect one writing class during the program. These all cover the basics of good writing: coherent thinking, expressive presentation, individual style, and use of appropriate language. Landmark offers three choices so students can pursue their personal needs and interests:

B1) Research and Writing
Using information from outside sources is the cornerstone of academic writing. This course, designed to introduce students to the requirements of college-level research and writing, places an emphasis on actively engaging with information and on the processes of research and writing. Students will practice writing with clarity and honesty and citing outside sources appropriately.

B2) Structures, Process and Productivity
For many people, producing writing on a deadline is a challenge. This course is designed for students who find it difficult to generate effective writing in an academic setting in spite of their honest efforts to do so. By focusing on structure, process, and self-understanding students can develop strategies and approaches to increase their success. High interest topics and assignments are designed to engage students and encourage them to find meaningful connections to their writing.

B3) Writing the Persuasive Essay
Writing that is clear, honest, concise, and persuasive is a general requirement for academic success at the college level, and it is what colleges look for in application essays. Students will be introduced to the goals and structures of personal and persuasive writing and will work to develop a personalized and strategic approach to their own writing process. Using prompts typically found on college applications, students will write an essay that can be used as a model for their own college application essay.

Other Electives:

C) Bill of Rights and You
The primary objective of this course is to introduce students to the basic principals in the Bill of Rights. Students will be introduced to a brief history of the Bill of Rights. The course will then exam the first ten amendments to the constitution by studying some of the most significant Supreme Court cases in modern times including, Tinker v Des Moines (1969), Miranda v Arizona (1966), Morse v Frederick (2007). The course will allow students the opportunity to debate and discuss issues that impact the world they live in.

D) Communication, Culture, and Gender
Through the viewing of high interest films, listening to music and group discussions, students will develop a set of key communication skills useful for the college transition. By actively participating in classroom discussions, collaborating in team situations, and presenting information to others, students will develop their ability to effectively communicate with others in a variety of academic and personal settings.
E) **Community Art**
Students will come together in this hands-on course to create a permanent installation on the Landmark campus. We’ll look at examples of public art from Gaudi’s colorful mosaic creations to the murals of Keith Haring. As a class we’ll design and produce a work that the entire college community will enjoy. Students will practice tile making, glass cutting and painting in the process of completing this collaborative project.

F) **Digital Photography**
Students who choose this elective should bring a digital camera with a minimum resolution of five mega pixels. Preferably, but not essential the camera should also have the ability to control shutter speed and aperture. This introductory course in digital photography is designed for students with limited or no experience in the art of photography. Through instructor demonstration and field experiences, students will learn to master the skills of basic camera operation, digital processing and print development. In addition, by completing structured photography assignments and participating in critique sessions, students will learn techniques that will help them select and compose their subjects, and control their shooting, processing and printing to enhance the aesthetic qualities of their prints. In a final photographic essay project, students will investigate how visual interpretation can guide them to deeper language comprehension and expression.

G) **Poetry Workshop: Reading and Writing Poetry**
The poetry workshop encourages students to express their creative flair, as they read and explore the poems of Walt Whitman, Edna St. Vincent Millay, Robert Frost, Elizabeth Bishop, Langston Hughes, and Mary Oliver and write their own original poetry. Students will explore the many forms, subjects, and themes of poetry, and will write their own poems with attention to personal and artistic expression. At the end of the course, students will revise their written work and produce a Portfolio/Booklet.

H) **Technology for Learning:**
A comprehensive overview of what assistive technology is and how it can be successfully used as an academic support tool for students with dyslexia, reading disorders, LD and/or AD/HD. Students will have an opportunity to work hands-on with text-to-speech, speech-to-text, and concept-mapping computer programs, and to discover how assistive technology can help to facilitate academic skill development for their particular learning style.

I) **Theater and Acting**
This course introduces students to some of the fundamentals of acting and to the basics of theater production. Students will learn practical acting techniques such as diction, projection, blocking and movement. They will also gain experience with character analysis, scene development and ensemble work through the production of a short play. The play will be presented to the campus community at the end of the session.

J) **Vermont Environments and Biology**
Learn about local wildlife, plants, and ecosystems along with other basic concepts of ecology. Take field trips to local areas, such as streams, rivers, wetlands, mountains and meadows to study ecosystems and to practice scientific observation. Students will keep a field notebook, do a simple a field project and will be expected to hike over varying terrain.