

WHAT IS STYLE?

PREPARATION TIME: 30'

TEACHING TIME: 1 X 60'

ABSTRACT

This learning scenario introduces the notion of style. Participants will learn about the notion of style, discuss several aspects and types of writing and style: diction, structure, tone, narration, grammar etc. and get familiar with common stylistic virtues and faults, and provided with illustrations about good and bad use of style and writing.

KEYWORDS

*Style,
Narration,
Writing,
Ideas*

ONLINE EDUCATIONAL RESOURCES

- *Lesson on What is Style? from mediactiveyouth.net*
- *Prezi presentation*
- *Media Literacy now YouTube channel*

LESSON AIM

The aim of the lesson is for students to understand the importance of style and good writing, to adopt the basic ways of thinking about the logic of their style and improve the way they present ideas in their writing.

LESSON OUTCOME

Students will understand better the basic the importance of style and good writing, they will learn some "tricks" i.e., ways of thinking about the logic of their style and improve the way they present ideas in their writing.

LESSON IMPLEMENTATION PROCESS

Min 1-5 Warming-up: An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. The educator introduces the topic and class contents, reminds the participants on the previous lesson about the basic rules of writing and sets the goals for the accompanying lesson on style; prepare PowerPoint / Prezi presentation; various teaching methods: lecturing, discussion, group work, self-reflection.

Collaborative learning – in the first 20 minutes the educator introduces some further notions on style: s/he talks about the role of finding a personal, unique voice, that suits you best and offers examples of how the same information can be delivered in various ways.

1. *She picked a red rose from the ground.*
2. *Scarlet was the rose that she plucked from the earth.*
3. *From the ground she delicately plucked the ruby rose, cradling it in her hands as if it were a priceless jewel.*

This is followed by a short discussion on the parts of style: diction, sentence, tone, narrator, grammar and creative devices/stylistic figures.

25-55 In the next half an hour the educator offers some examples of good and bad writing and sets an exercise – style can either clearly express complicated ideas (good style), clearly express simple ideas (also good style) but also and complicate simple or complex ideas (bad style). The educator then introduces one by one 4 examples of short texts and asks the participants to guess which of this is an example of good and which of the bad style. Then, they are divided into groups and asked to try to rephrase/reformulate the basic idea(s) of the examples in 1-2 clear sentences.

Suggested examples are selected from the seminal works on style such as *The Elements of Style* by Strunk & White and *Style: Towards Clarity and Grace* by Joseph Williams.

Participants are then directed to use on the own an online quiz/test to practice and consolidate their knowledge on style via Moodle/Kahoot.

55-60 Conclusion: Make a short summary of the lesson and ask a couple of questions which help underlying the most important messages you would like to give.

MATERIALS / TOOLS

Video projector, laptop/desktop, Internet connection, Moodle/Kahoot.

PowerPoint/Prezi/presentation which is enriched with visual materials (images and video clips) and research based factual information. Canvas app for receiving and displaying joint information/responses