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ENG 3402-001: Teaching Secondary Literature

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English 3402: Methods of Teaching Literature in Secondary Schools

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Course Description: This course will provide theoretically-based, yet practical ways to integrate literature, reading, and media literacy in a language arts classroom. The course thus centers on creating a literature unit and rationale that builds on the needs of a well-planned language arts class. Students will gain an understanding of current literary and pedagogical theory and its application by reading and responding to literary and secondary texts. Live-text submission of a literature unit is a required component of the course. Themes: Identity and Culture, Education and Society.

Texts:

Beers, Kylene and Probst, Robert. *Notice and Note: Strategies for Close Reading*. Portsmouth, NH: Heinemann, 2012.

Daniels, Harvey, and Nancy Steineke. *Mini-Lessons for Literature Circles*. Portsmouth, NH: Heinemann, 2004.

Forget, Mark. *MAX Teaching with Reading & Writing: Classroom Activities to Help Students Learn Subject Matter while Acquiring Literacy Skills*. Victoria, BC: Trafford, 2004.

Lahiri, Jhumpa. *The Namesake*

Smagorinsky, Peter. *Teaching English by Design*. Portsmouth, NH: Heinemann, 2008.

Tan, Amy. *The Joy Luck Club*

Excerpts from:

Common Core, Inc. *Common Core Curriculum Maps in English Language Arts, Grades 9-12*. San Francisco: Jossey-Bass Wiley, 2012.

Jenkins, Henry, and Wyn Kelly, eds. *Reading in a Participatory Culture: Remixing Moby-Dick in the English Classroom*. NY: Teachers College Press and National Writing Project, 2013.

Tovani, Cris. *Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12*. Portland, ME: Stenhouse, 2004.

Additional excerpts may come from:

Beers, Kylene, Robert E. Probst, and Linda Rief, eds. *Adolescent Literacy*. Portsmouth, NH: Heinemann, 2007.

Daniels, Harvey, and Nancy Steineke. *Texts and Lessons for Content-Area Reading*. Portsmouth, NH: Heinemann, 2011.

Echevarria, Jana J., Mary Ellen Vogt, and Deborah J. Short. *Making Content Comprehensible for English Learners: The SIOP Model* (4th Edition). Upper Saddle River, NJ: Pearson, 2012.

Gallagher, Kelly. *Deeper Reading: Comprehending Challenging Texts, Grades 4-12*. Portland, ME: Stenhouse, 2004.

Gallagher, Kelly. *Readicide: How Schools Are Killing Reading and What You Can Do About It*. Portland, ME: Stenhouse, 2009.

Gallagher, Kelly. *Reading Reasons: Motivational Mini-Lessons for Middle and High School*. Portland, ME: Stenhouse, 2003.

Herrell, Adrienne L., and Michael L. Jordan. *Fifty Strategies for Teaching English Language Learners* (4th Edition). Upper Saddle River, NJ: Pearson, 2011.

Lehman, Christopher, and Kate Roberts. *Falling in Love with Close Reading: Lessons for Analyzing Texts – and Life*. Portsmouth, NH: Heinemann, 2013.

Rothenberg, Carol, and Douglas Fisher. *Teaching English Language Learners: A Differentiated Approach*. Upper Saddle River, NJ: Pearson, 2006

Course Objectives: In accordance with NCTE Guidelines, upon completion of this course the teacher-candidate will

1. understand the roles that literature can play in the secondary curriculum,
2. understand that students vary in their approaches to learning and, when teaching literature, create instructional

- opportunities that are adaptable to individual differences of learners,
3. recognize the importance of including a variety of literary genres in literary study,
 4. use a variety of instructional strategies, when teaching literature, to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology,
 5. recognize issues surrounding the "canon" and what they imply about the literature included in the secondary classroom,
 6. know and be able to implement procedures for handling potential censorship issues,
 7. understand and use a variety of assessment strategies, when teaching literature, to evaluate and modify the teaching/learning process,
 8. be aware of and able to implement a variety of culturally diverse literatures in the secondary classroom,
 9. be aware of a variety of young adult literature and arguments for and against its use in the secondary classroom,
 10. be familiar with (and apply) a variety of resource materials available to the literature teacher.

Common Core Standards also apply, including the following:

- [CCSS.ELA-Literacy.RL.9-10.1](#)
- [CCSS.ELA-Literacy.RL.9-10.2](#)
- [CCSS.ELA-Literacy.RL.9-10.3](#)
- [CCSS.ELA-Literacy.RL.9-10.4](#)
- [CCSS.ELA-Literacy.RL.9-10.5](#)
- [CCSS.ELA-Literacy.RL.9-10.6](#)
- [CCSS.ELA-Literacy.RL.9-10.7](#)
- [CCSS.ELA-Literacy.RL.9-10.9](#)
- [CCSS.ELA-Literacy.RL.9-10.10](#)

EIU Learning Goals:

I. Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

- Asking essential questions and engaging diverse perspectives.
- Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
- Understanding, interpreting, and critiquing relevant data, information, and knowledge.
- Synthesizing and integrating data, information, and knowledge to infer and create new insights Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
- Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

II. Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

- Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
- Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
- Producing documents that are well organized, focused, and cohesive.
- Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
- Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
- Evaluating evidence, issues, ideas, and problems from multiple perspectives.
- Collecting and employing source materials ethically and understanding their strengths and limitations.

III. Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

- Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
- Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
- Developing and organizing ideas and supporting them with appropriate details and evidence.

- Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
- Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
- Employing effective physical delivery skills, including eye contact, gestures, and movement.
- Using active and critical listening skills to understand and evaluate oral communication.

IV. Responsible Citizenship

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

- Engaging with diverse ideas, individuals, groups, and cultures.
- Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
- Participating formally and informally in civic life to better the public good.
- Applying knowledge and skills to new and changing contexts within and beyond the classroom.

Course Requirements (All must be completed to receive credit):

1. **Journaling/Teacher Reflection Log and Discussion:** Journaling will reflect careful reading and synthesis of course materials. Your journal responses will serve as a source for discussion in class as a whole or in small groups. I will provide prompts for these journals but will also encourage writing beyond an answer to the questions I suggest. Entries will include reading responses, personal reflections, and professional planning ideas. Please note: I will collect these periodically.
2. **Argument paper for Literature Unit focus choice (your rationale for your focus):** You will write a 6-8 page argument paper supporting the focus you choose for your literature unit. Your paper should argue a position regarding your unit focus and support it with evidence published during the last five years. Be sure to refute the opposition as well as support your views. Your grade will also include a proposal, an outline, and a draft of your paper. Please see prompt and rubric.
3. **Literature Unit with introductory front matter and supplementary materials:** More detailed information will be forthcoming. A lesson from your unit will be presented to the class as a teaching demonstration mini-lesson. Your grade will also include your pre-writing, drafting, and revision elements included on the course calendar. Please see prompt and rubric. **You must submit your literature unit/rationale/argument to LiveText!**
4. **Pedagogy responses and presentations.** These should include handouts that provide 1. a summary, 2. a personal response, and 3. a pedagogical response in a handout you distribute to me and your classmates.
5. **Theory/Philosophy of Teaching Literature.** You will write a two-page paper summarizing and analyzing your philosophy of teaching literature, taking into account **axiology, procedure, epistemology, and pedagogy**. We'll talk about these terms.
6. **Clinical Experience Essay.** The rubric for your essay will serve as a guide for your response. Your essay should be approximately four double-spaced pages long.
7. **Literacy Narrative.** You will write a narrative overview of your reading experience at home, in school, and as a college student, demonstrating the breadth of your experience and the diverse voices to which you were exposed.
8. **Close Reading Mini-Lesson:** This mini-lesson will demonstrate your knowledge of both close-reading strategies and of one of the short works included in your unit.
9. **Professional Portfolio:** This collection of documents and work will demonstrate your competence as an instructor. Included within its contents will be: a table of contents, literacy narrative, teaching philosophy, resume/curriculum vitae, (revised) unit plan, course design, any other required instructional materials, and evidence of professional organization membership.

Grades: Grades will be determined as follows for a total of 100%:

1. Journal Responses	10% (100 points)
2. Argument Paper (Your Rationale)	15% (150 points)
3. Literature Unit Plan and front matter (upload unit plan to livetext)	20% (200 points)
4. Pedagogy Responses and Presentations	10% (100 points)
5. Pedagogy Reflection Essay	10% (100 points)
6. Theory/Philosophy of Literature Teaching	10% (100 points)
7. Literacy Narrative	10% (100 points)
8. Close-reading mini-lesson	10% (100 points)
9. Professional Portfolio	05% (50 points)
	<hr/> 100% (1000 points)

Note: Prompts and Rubrics will be distributed for all assignments except journaling.

Other Policies:

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Plagiarism: The English Department states, "Any teacher who discovers an act of plagiarism -- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course."

Electronic Writing Portfolio: This class is a writing intensive class, so you may submit your argument paper as a writing portfolio sample, following the instructions on the CASL Website. Submissions must be made during the course of the class to receive my approval. Please note that the Writing Center is available for help with all writing assignments, as well. Take advantage of this free service.

Writing Center: Ambitious students can also seek help from the Writing Center. Call for an appointment (581-5920) or visit ((CH3110) at any point in the writing process, from brainstorming, planning and drafting, to final editing. Bring your assignment sheet and any written work and/or sources with you. The Writing Center is open Monday-Thursday, 9-3 and 6-9, and Friday from 9-1.

Please Note: Students seeking Teacher Certification in English Language Arts should provide each of their English department professors with the yellow form, "Application for English department Approval to Student Teach." These are available on a rack outside the office of Dr. Melissa Ames.

Also Note: You must complete all major assignments to complete this course.

Spring 2016 Tentative Course Calendar, Subject to Change
English 3402, Methods of Teaching Literature

January

Unit I: Standards-Based/Research-Supported Instructional Design

Expectations:

- 12 **Introduction to the course and each other.** Ice-breaker. D2L intro. KWWL: What have we learned about literature and literature teaching? What do we expect and want to learn in a Literature Methods Course? What are you worried about? We'll fill in the last letter (What did you learn) as we go. Sign a contract regarding your understanding of the course and its requirements.
Assignment: Read chapter 1 ("Students' Ways of Knowing"), 2 ("Providing Scaffolds for Student Learning"), and 3 ("Alternatives to Teacher-Led Discussions") in *Teaching English By Design* for Thursday, January 14 and prepare to respond on D2L.
- 14 **D2L journal response to reading due.** Discussion. Explore CCSS exemplar texts for unit and choose either *The Joy Luck Club* (9-10) or *The Namesake* (11) to read as part of your unit. The text may determine the grade level of your unit, but you have many options for your unit focus (concept) and supplementary texts.
Assignment: Read chapters 4 ("Planning the Whole Course"), 8 ("Why Conceptual Units"), 9 ("The Basics of Unit Design"), 10 ("Your Unit Rationale") and 11 ("Outlining a Unit") in *TEBD* for Tuesday, January 19 and prepare for a journal response. Excerpts from *Common Core Curriculum Maps*.

Instructional Planning and Rationale

- 19 Intro to unit/argument: Backwards planning, scaffolding, instruction and drawing upon prior knowledge
I. Go through assignments for the semester, stressing the argument paper and its due dates, especially.
II. Journaling about possible focus choices for your unit
III. Discuss and apply info from Chapters: 4 ("Planning the Whole Course"), 8 ("Why Conceptual Units"), 9 ("The Basics of Unit Design"), 10 ("Your Unit Rationale") and 11 ("Outlining a Unit")

Read Excerpts from *Common Core Curriculum Maps*.
- 21 **Journal response to reading and discussions due.** Discuss CCSS and reading. Brainstorm possible argument (rationale) and literature unit concepts. Note: You must include either *The Joy Luck Club* or *The Namesake* in your unit. Your argument paper (rationale) will support a unit focus responding to your novel choice. Introduce argument paper (rationale): You will write an argument in support of your chosen concept. Please note that argument requires that you refute those opposed to teaching your concept in the high school classroom, as well.
Assignment: For February 2, choose and focus and bring in 10 articles related to your chosen unit concept. Note, you may save them to your laptop and bring it to class or insert them in an email to yourself or as links on D2L or links/documents on google drive. http://smago.coe.uga.edu/VirtualLibrary/Unit_Outlines.htm for themes. Choose one of the following:
- Adolescent relationships,
 - alienation, coming of age,
 - conflict with authority,
 - coping with loss,
 - changing times,
 - courageous action,
 - cultural conflict,
 - discrimination,
 - the family,
 - friends and enemies,
 - gender roles,
 - generations,
 - identity,

- immigration,
- influences on personality,
- justice,
- loss of innocence,
- love,
- rites of passage,
- war and peace.

Text Selection:

- 26 CCSS Exemplar Texts/Novel-List/Lexile Measures/Close Reading Skills for Literature. **Introduce Literacy Narrative assignment.**
Book Tasting on works to accompany the novel for your unit (exemplar texts, etc.).
Assignment: Complete draft of literacy narrative for Thursday, January 28.
- 28 **Literacy Narrative drafts due. Complete final draft of literacy narrative for Tuesday, February 2.** Close reading strategies for nonfiction texts. Note: Don't forget to bring in your articles (or provide links).
Assignment: Revise Literacy Narrative and collect articles for rationale for Tuesday, February 2.

Aligning Instructional Practice with Pedagogy Research

February

- 2 **Literacy Narrative and Argument articles due.** Peer review and conference articles for lit. unit focus and argument paper. Discuss the argument paper format and integration of quotations from your sources.
During class: outline your argument—position, claims in support of your position, refutation of counterarguments, conclusion—**and think about where you might insert your evidence** (need at least one source for each claim). Begin reading your chosen novel (*The Joy Luck Club* or *The Namesake*).
Assignment: Complete draft of your argument paper for Thursday, February 4.
- 4 **Argument drafts due.** Peer review and conference your drafts. Literature circles with chosen novels. Assessment strategies and rubric design.
Assignment: Read Chapters 5, “Goals for Conventional Writing Assignments,” 6, “Goals for Unconventional Writing Assignments,” and 7, “Responding to Student Writing” and complete your argument paper revision for Tuesday. Prepare for student pedagogy presentations.

Assessment

- 9 **Argument Papers due. Reflect on your writing.** Discuss reading. Literature circles, continued.
Assignment: Read chapter 12, “Setting Up the Construction Zone, 13, “Introductory Activities,” and 14, “Down and Dirty. Daily Planning” in *TEBD* and **write a journal response.**
Select Student Pedagogy Presentations.
- 11 **Journal response due.** Assessment Strategies and Rubric Design: Mini-lesson on unit plan front matter, blurbs, assignment sheets, assessment techniques (including rubrics), etc. Literature Circles, continued. Common Core, continued.
Assignment: Complete your front matter for Tuesday, February 16. Remember to write rationales for your main texts that include lexiles from Novel-list, reasons why you chose your texts, and reasons why those opposed are wrong. Excerpts from *MAX Teaching*.

Unit II: Differentiating Instruction to Meet Students' Needs

Reading Comprehension

- 16 **Front matter draft due.** Peer reviews and mini-conferences on front matter. Adolescent Reading Processes/Using Mini-lessons to teach reading strategies and close reading skills:
Select Student Pedagogy Presentation.

Assignment: Draft your first week of daily blurbs and at least one assignment sheet and rubric for Thursday, February 18. Remember your assignment sheet should include information about the following: audience, purpose, explanation for assignment that includes persona and message, and scope and format. Your rubric should align with your assignment sheet.

- 18 **Daily blurb examples and assignment sheet/rubric due as journal response.** Common Core, continued. Discuss daily blurbs, assignment sheets, and rubrics. Share them with your peers and turn in for comments.
Assignment: Complete a rough draft of your literature unit for Tuesday, February 23. Cris Tovani, *Do I Really Have to Teach Reading?* Excerpts.

Differentiating Instruction

- 23 **Literature unit and front matter drafts due for peer review and conferences.** Teaching Literature to Struggling Readers:
Assignment: Read excerpts from *Do I Really Have to Teach Reading?*
Select Student Pedagogy Presentations. Respond to presentations on D2L
- 25 **Journal response due.** Assessing Reading Comprehension/Using Mini-Lessons to teach reading strategies and close reading skills. *Mini-Lessons for Literature Circles*
Assignment: Complete your Literature Unit for Tuesday, March 11

March

Cooperative Learning and Collaborative Pedagogy

- 1 **Literature Units due!** Reflect on your writing and submit to livetext along with your argument (rationale). Discuss *Mini-Lessons for Literature Circles*. Model best practices for developing discussion (speaking and listening) skills).
Assignment: Read selections from *Mini-Lessons for Literature Circles* for Thursday.
- 3 **Journaling in response to reading.** Apply what learned from reading to novels and shorter works in your literature circles.
Assignment: Read selections from *MAX Teaching* and *Reading in a Participatory Culture* for Tuesday

Vocabulary and Language Acquisition

- 8 Developing Vocabulary and Acquisition Skills:
Assignment: Read selections from *MAX Teaching* and *Reading in a Participatory Culture*
Select Student Pedagogy Presentation
- 9 Social Justice Student Workshop: 4:30-5:30
- 10 Close Reading for Language in class work.
- 14-18 **Spring Break! No Classes**

Unit III: Interdisciplinary Teaching Practices and Skill Transfer

Reading Across Disciplines

- 22 Literature units returned. Making Textual Connections/Situating a Text within historical frameworks/tracing literary and cultural influences.
Note: If you choose to revise your literature unit, the revision will be due on Tuesday, April 26.
Assignment: Journal entry applying what learned to an informational text of your choice.
- 24 **Journal Response due.** Close Reading Informational Texts/Teaching historical documents:
Select Student Pedagogy Presentations

Assignment: Read pp. 10-63, *Notice and Note* for Tuesday, March 29 and complete a response.

Reading Beyond the Canon

29 **Journaling in response to reading due.** Discuss and apply reading in relation to CCSS. Introduce mini-lesson assignment: Teach a close reading strategy and apply it to a short work of your choice.

Assignment: Read pp. 65-111, *Notice and Note* for March 31 and write a response journal.

31 **Journaling in response to reading due.** Discuss and apply reading in relation to CCSS.

Assignment: Read pp. 112-188, *Notice and Note* for Tuesday, April 5.

Select Student Pedagogy Presentations

April

Literature and Social Justice

5 Introduce clinical experience essay and philosophy of teaching literature. Discuss censorship and CCSS. Explore selections from NCTE website "**Quiz**" on **Censorship materials**. Discuss CCSS and censorship, book rationales and *Mini-Lessons for Literature Circles*.

Assignment: Draft your clinical experience essay and your philosophy of teaching literature for Tuesday, April 12.

7 Class Cancelled for English Studies Student Conference

8 English Studies Student Conference--required

Genre Study

12 **Philosophy draft due and Clinical Experience Essay draft due for peer review and conferences.** Close reading for structure, genre, format, media/pedagogical applications of genre theory.

Assignment: Revise your philosophy and clinical experience essay for Thursday, April 10.

14 **Philosophy and Clinical Experience Essays due.** Reflect on your writing. Mini-lesson on CCSS and close reading of informational texts/media. Designing instructional tools for teaching poetry, drama, literary nonfiction, etc.

Teaching with Media and Technology

19 **Journal response due and discussion and application of discussion in relation to CCSS** Mini-lesson on CCSS and close reading of informational texts/media. PARCC and PERA. Comparative media study/using adaptation in the literature classroom.

Assignment: Write a response to the mini-lesson and discussion.

21 **Journaling in response to mini-lesson due.** Mini-lesson on CCSS and close reading of informational texts/media. PARCC and PERA, cont. Technology as a resource and outcome of student learning. Crafting literature wiki entries, etc. Prepare for close reading mini-lessons.

Pedagogy in Action

26 **Close-reading Mini-lessons.**

28 **Close-reading Mini-lessons. Portfolios due (include revised teaching philosophy, unit, and clinical experience essay)**