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ENG 3402 -001: Methods of Teaching Literature in Secondary Schools

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ENG3402: Methods of Teaching Literature in Secondary Schools

TR 4:30 p.m.--5:45 pm; CH 3120/3130

Instructor: Donna Binns
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Department Phone: 581-2428

E-mail: djbinns@eiu.edu
Hours: TR 3:00 p.m.--4:20 p.m.;
Skype Conferences ABA

Catalog Description: Approaches to the teaching of literature in junior and senior high schools. Includes 5 hours of on-site pre-clinical experience. Prerequisites include ENG 2901 and SED 2000. (3-0-3, WI, 3 credits)

Course Description: This course explores various theoretical approaches to the study of literature, as well as best practices in integrating literature, reading, and media literacy into a language arts classroom. Students will gain an understanding of current literary and pedagogical theory and its application by reading and responding to literary and secondary texts and crafting/modeling instructional tools both independently and cooperatively in ways that mirror professional learning communities. The required work for this course includes crafting lesson plans, thematic units, a course design, and various reflective essays.

Course Objectives: Connections to EIU Learning Goals are placed in parentheses. In accordance with NCTE Guidelines, upon the completion of this course candidates will be able to:

1. Understand the roles that literature can play in the secondary curriculum,
2. Understand that students vary in their approaches to learning and, therefore, teachers must create instructional opportunities that are adaptable and meet the needs of these different learners (Critical Thinking, Responsible Citizenship),
3. Recognize the importance of including a variety of genres (narrative and non-narrative, print and non-print) in literary study (Reading),
4. Use a variety of instructional strategies, when teaching literature, to encourage students' development of critical thinking, problem solving, performance skills, and the effective use of technology (Reading, Critical Thinking),
5. Recognize the issues surrounding the "canon" and what they imply about the literature included in the secondary classroom (Reading),
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 (Critical Thinking),
8. Be aware of and able to implement a variety of culturally diverse literature selections in the secondary classroom (Responsible Citizenship),
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.
11. Produce research-based arguments that demonstrate professional writing, ethical use of source material, and the ability to analyze/collect data (Writing).
12. Participate in presentations, showcasing effective communication skills and the ability to provide useful feedback as a member of an audience (Speaking).
13. Understand that teaching literature is not an isolated activity and be able to craft multi-genre/multi-media units and lessons that reflect the hybrid nature of Language Arts.

Required Texts & Materials:

Beers, Kylene, and Robert Probst. *Notice & Note: Strategies for Close Reading*.
Beers, Kylene, et al. *Adolescent Literacy: Turning Promise into Practice*.
Bushman, John H. and Kay Parks Haas. *Using Young Adult Literature in the English Classroom*.
Daniels, Harvey and Nancy Steineke. *Mini-lessons for Literature Circles*.
Smagorinsky, Peter. *Teaching English by Design*.
Spiegelman, Art. *Maus: A Survivor's Tale*.
USB port-compatible drive for computer lab use.
Additional Readings available on D2L.

Course Requirements: You must complete all parts of all major assignments to be eligible to pass the class. Major assignments include all assignments except for most daily work and response papers. The mini-lesson presentation must be completed as well. Attendance is mandatory. More detailed assignment instructions will be provided for major assignments. The College of Education's Live Text requirements apply. Revised copies of your Unit Plan and to Dr. Binns through Live Text. In accordance with NCTE content-area guidelines, five clinical experience hours are required for course completion.

Daily Work/Participation

Response papers--Respond to assigned readings. **Cite the pages to which you refer.** Submit a hard copy of each response on the assigned due date.

Daily work-- Daily work includes in-class writing, peer response, informal group work, oral presentations, and individual activities.

Participation-- Students will be assigned a weekly participation score of up to five points. Students who come prepared to each class day and participate in class activities will earn all possible points. Points may be deducted at my discretion due to tardiness, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities, including unauthorized checking of phones or e-mail or typing on keyboards.

History of Reading Narrative

Create a narrative discussing your reading history and current literary knowledge. This essay will most likely take on the form of the personal narrative, but it should still be relatively formal in tone, well-organized, and thought-provoking.

Reading Mini-lesson Presentation

Present a lesson that relates to teaching reading. You will be required to present this mini-lesson in class and at the English Studies Conference (Wednesday, April 12th).

Unit Plan Project

(D2L copy turned in to Dr. Binns on the initial due date and revised copy turned in with Final Portfolio; additional revised copy turned in through Live Text is a required course element)
Compose a rationale and thematic unit plan demonstrating your awareness of teaching literature. Use the class readings and discussion, oral presentations, and your research to inform your choices. Your unit plan should reflect knowledge of contemporary practices of teaching literature.

Pedagogy Reflection Essay

Reflect on clinical experiences with secondary-school students in reading and writing about literature. Draw conclusions based upon these experiences as well as class reading assignments and present them in essay form. Cite specific examples from your experiences and/or your reading to ground your assertions.

Final Portfolio

Table of Contents

Philosophy of Teaching Literature

Revision Self-analysis

History of Reading Narrative (original graded copy and revision)

Unit Plan (original graded copy and revision)

Pedagogy Reflection Essay

Attendance: Because this course emphasizes writing as process and as collaborative activity, attendance is essential. During the projects, your classmates will rely on your feedback. Class exercises and peer review activities (generally worth 10-20 points each) cannot be made up at a later date. After four absences, each additional absence will also result in a penalty of one full letter grade subtracted from your final course grade. For an absence to be excused, bring proper verification (written documentation approved by me) for illness or emergency.

Course Grade: Penalties for excessive absences will be deducted as described in the "Attendance" section. Otherwise, your final course grade will be determined by the following:

Daily Work/Participation	20%
Literacy Narrative	10%
Mini-lesson Presentation	10%
Unit Plan	20%
Pedagogy Reflection Essay	20%
Portfolio (organization, appeal, labeling, quality of documents)	20%

A= 90% to 100%

B= 80% to 89%

C= 70% to 79%

D= 60% to 69%

F= 0% to 59%

Plagiarism: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. In accordance with English Department and University policies, "Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one's original work' (Random House Dictionary of the English Language)—has the right and responsibility to impose upon the guilty student an appropriate penalty up to and including immediate assignment of the grade of F for the assigned essay and a grade of F for the course."

The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else's work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

Students with Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Writing Center:

Many EIU instructors will encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing consultants who can help you with brainstorming, organizing, developing support, documenting, and revising your papers. The Writing Center is open to work with any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the Writing Center (3110 Coleman Hall), or you can call [581-5929](tel:581-5929). When you visit, bring your work in progress (including a copy of the assignment) and an idea of what you would like to work on—planning, prewriting, organization, support, documentation, editing, etc. Please check the Writing Center Website at [www.eiu.edu/~writing/] for more information.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

D2L Assistance: If you need assistance with D2L, call D2L Support toll free at 1-877-325-77781. Support is available 24 hours a day, seven days a week. Email and Chat options are also available on the "My Home" page after logging in to D2L. Other D2L resources including a D2L Orientation course for students are available on the same page. For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk at 217-581-4357 during regular business hours or submit a help ticket at <https://techsupport.eiu.edu/>. If you have a question regarding course content, contact your instructor.