

Fall 8-15-2011

ENG 3402-001: Methods Of Teaching Composition In Secondary Schools

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English 3402: Methods of Teaching Literature in Secondary Schools

Dr. Robin L. Murray

Fall 2011 Tuesday and Thursday from 2:00-3:15

Office: CH 3351

Phone: 581-6985 or 549-0199 before 10 p.m.

Office Hours: T/R 1-1:45 and 3:30-4:30; W 1-3 (and by appointment)

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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 centers on creating a literature unit and rationale that builds on 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 are a required component of the course.

Texts:

Beers, et al. *Adolescent Literacy*.

Bushman. *Using Young Adult Literature in the English Class*.

Daniels, Harvey and Steineke, Nancy. *Mini-Lessons for Literature Circles*

Satrapi, *Persepolis*

Smagorinsky. Peter. *Teaching English By Design*.

Yang, *American Born Chinese*

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.

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

1. **Sacred Writing/Journaling:** 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. Please note, I will collect these periodically, at least 2x as noted on the syllabus.
2. **Quizzes:** Your quizzes are on the syllabus and provide a way for you to more critically read selected work.
3. **Literature Unit, rationale, and Lesson Presentation:** 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 and rationale to LiveText!**
4. **Argument paper for Literature Unit focus choice:** 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.
5. **Literature and Adolescent Literacy 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.
6. **Professional Portfolio.** This will follow the checklist I will distribute on day one.
7. **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.
8. **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.

9. **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.
10. **Course Design.** This reflection and detailed calendar will outline and discuss an 18-week course in the English language arts. Please see prompt.

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."

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

1. Journal Responses	10% (100 points)
2. Quizzes	.08% (80 points)
3. Argument Paper	15% (150 points)
4. Literature Unit Plan, lesson presentation, and rationale (upload unit plan to livetext)	20% (200 points)
5. Literature and Adolescent Literacy Presentations	10% (100 points)
6. Professional Portfolio (following checklist for your student teaching portfolio)	.02% (20 points)
7. Clinical Experience Essay	10% (100 points)
8. Theory/Philosophy of Literature Teaching	10% (100 points)
9. Literacy Narrative	.05% (50 points)
10. Course Design	10% (100 points)
	<hr/> 100% (1000 points)

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

**Fall 2011 English 3402, Methods of Teaching Literature
Tentative Course Calendar (Subject to Change)**

August

- 23 Introduction to the course and each other. Ice-breaker. Sign up for Nicenet group. 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. Divide into four discussion and presentation groups for YA lit/literacy presentations. For Thursday, read chapter 1, "Students' Ways of Knowing" and 2, "Providing Scaffolds for Student Learning in *Teaching English By Design* (TEBD)
- 25 **Sacred Writing/journaling in response to reading.** Small group and class discussion. Read chapters 3, "Alternatives to Teacher-Led Discussions," 4, "Planning the Whole Course," 8, "Why Conceptual Units?" and 9, "The Basics of Unit Design," TEBD for Tuesday by group. Note that groups will be responsible for presenting and applying the points of the chapter through a class activity on Tuesday.
- 30 **Sacred Writing/journaling in response to reading.** Small group and class discussion by group/chapters. Implementation of activities by group. Read chapters 10, "Your Unit Rationale" and 11, "Outlining a Unit" for Thursday. Bring in a list of possible unit/argument concepts, as well.

September

- 1 **Sacred Writing/journaling in response to reading and unit concepts.** Brainstorm concepts for argument paper and unit. Choose a concept of focus for your argument and literature unit from lists. Introduce argument paper: 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. **For Thursday, bring in a proposal and 10 articles related to your chosen genre. 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 Nicenet.**
- 6 **Argument Proposal and articles due.** Peer review and conference proposals for lit. unit focus argument paper on Nicenet. Discuss the argument paper format and integration of quotations from your sources. **For next time, 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).**
- 8 **Outlines due. Complete draft of your argument paper for Tuesday.**

- 13 **Argument drafts due.** Peer review and conference your drafts. Read chapters 5, “Goals for Conventional Writing Assignments,” 6, “Goals for Unconventional Writing Assignments,” and 7, “Responding to Student Writing” for Thursday.
- 15 **Sacred Writing/Journaling in response to reading.** Discuss written responses. Introduce the literature unit assignment—a unit revolving around the concept you chose for your argument paper. Read chapter 12, “Setting Up the Construction Zone, 13, “Introductory Activities,” and 14, “Down and Dirty. Daily Planning” in TEBD for Tuesday and complete your revision of your argument paper.
- 20 **Argument Papers due. Reflect on your writing.** Read first part of either *Persepolis* or *American Born Chinese* by group for Thursday
- 22 **Sacred Writing/Journaling in response to reading. Outline of front matter (rationale) due.** Discuss reading and responses. Mini-lesson on unit plan blurbs, assignment sheets, assessment techniques (including rubrics), etc. Peer review outlines. Draft your first week of daily blurbs and at least one assignment sheet and rubric for Tuesday, as well. Finish reading either *Persepolis* or *American Born Chinese* by group.

Note: On Saturday, September 24, the Eastern Illinois Writing Project is hosting its Back-to-School Conference. You may attend for free and earn credit for your portfolio conference requirement.

- 27 **Applied Quiz on your chosen graphic novel.** Discuss daily blurbs, assignment sheets, and rubrics. Share them with your peers and turn in for comments. **Draft the rest of your literature unit for Thursday and prepare for peer reviews and conferences.**
- 29 **Literature Unit drafts and Rationales due for peer review and conferences on Nicenet. For Tuesday, revise your literature unit and rationale.** Read chapters in UYALitEC by group and prepare a hand-out for Thursday, October 6.

October

- 4 **Literature unit and rationale due. Reflect on your writing and submit to Livetext!** You will also add your argument paper to your unit to serve as the main part of your rationale. Book tasting more young adult literature and multicultural literature for your course designs. Choose a book from the tasting that you would like to present. Remember to read chapters in UYALitEC by group and prepare a hand-out for Thursday.
- 6 **Group Presentations:** UYAL chapters. Read censorship handouts for Tuesday and prepare a brief book talk for your chosen book from the book tasting. **Remember to provide a one-page write-up for your peers and me that**

includes a brief summary, a brief personal response, and a brief explanation of how you might teach the work in your course design.

- 11 **Quiz on censorship handouts and individual book presentations with one-page write-ups.** Read sections of *Mini-Lessons for Literature Circles* by group.
- 13 **Sacred Writing/Journaling in response to the reading.** Small group and class discussion. Present and apply what you read by group in relation to your group's graphic novel or your individual texts. Read the rest of MLLC for Tuesday by group.
- 18 **Sacred Writing/Journaling in response to the reading.** Small group and class discussion. Present and apply what you read by group in relation to your group's graphic novel or your individual texts. Read selected chapters from *Adolescent Literacy* for Thursday by group. Decide in your groups and then as a class how the reading will be assessed.
- 20 **Sacred Writing/Journaling in response to reading.** Small group and class discussion. Present selected chapters from AL by group. Discuss literacy narratives. **Complete chapters from AL for Tuesday by group and draft your literacy narrative.**
- 25 **Sacred Writing/Journaling in response to reading.** Small group and class discussion. Present selected chapters from AL by group. Peer review literacy narrative drafts on Nicenet. **Revise literacy narratives for Thursday.**
- 27 **Literacy Narratives due. Reflect on your writing.** Introduce Course Design Assignment. For Tuesday, map out your possible units for your fantasy course design and draft your clinical experience essay and your theory of teaching literature.

November

- 1 **Peer review outline and drafts of theory and clinical experience essay on Nicenet. Complete final draft of portfolios for Thursday.**
- 3 **Final drafts of Portfolios due with argument/rationale/literature unit, clinical experience essay, and theory of teaching literature included.** Read selected articles about media literacy for Tuesday.
- 8 **Sacred Writing/Journaling in response to reading.** Activities regarding media literacy, especially in relation to reading a film.
- 10 **Class will not meet during class time but at 5: 00.** We will screen *Martian Child* from 5-7 p.m., with an introduction and discussion. Please mark your calendars. We can also count this as a one-hour presentation for your conference requirement.

- 15 **Sacred Writing/Journaling in response to film screening.** Small group and class discussion. Introduce ISBE and Common Core Standards and discuss. Discuss course designs.
- 17 **Quiz on Standards.** Discuss Common Core Standards in relation to language arts and course designs. **Complete a draft of your course design for Tuesday, November 29.**
- 21-25 Thanksgiving Break—no school
- 29 **Draft of Course Design due for peer review and conferences via Nicenet. Revise Course Designs and prepare mini-lessons for Thursday.**

December

- 1 **Course Designs Due.** Mini-lessons from your literature units or course designs.
- 6 Mini-lessons from your literature units or course designs.
- 8 Mini-lessons from your literature units or course designs. Have a great break!