

Spring 1-15-2007

ENG 3402-001: Methods of Teaching Literature

Fern Kory
Eastern Illinois University

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Recommended Citation

Kory, Fern, "ENG 3402-001: Methods of Teaching Literature" (2007). *Spring 2007*. 97.
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Fern Kory

Office: CH 3365

Voicemail: 581.6291

***E-mail:** fkory@eiu.edu

Homepage: <http://www.ux1.eiu.edu/~fkory/>

English 3402 (01) Spring 2007

Office Hrs: Tu 9:30-11:00 ; Th 12:30-2:00

and by appointment

Youth Lit website: www.eiu.edu/~childlit

<p>English 3402: Methods of Teaching Literature TR 2:00 – 3:15 in Coleman Hall 3150</p>

Textbooks

Using Young Adult Literature in the Classroom (4th ed. 2006) eds. John H. Bushman & Kay Parks Haas

Teaching Reading in High School English Classes (2001) ed. Bonnie Ericson

Teaching English Through Principled Practice (2002) Peter Smagorinsky

Virtual Library of Conceptual Units <<http://www.coe.uga.edu/~smago/VirtualLibrary/index.html>>

Langston Hughes in the Classroom (2006) Carmaletta Williams

Trade Books

Young Adult Literature

Novels

Speak (1999) Laurie Halse Anderson

Jake, Reinvented (2003) Gordon Korman

Twelve Shots (1997) ed. Harry Mazer

Picture Books

The People Could Fly (2004) Virginia Hamilton (illus. Leo & Diane Dillon)

The True Story of the Three Pigs (1989) Jon Scieszka (illus. Lane Smith)

Canonical Literature

The Great Gatsby (1926) F. Scott Fitzgerald

Not Without Laughter (1928) Langston Hughes

The Ways of White Folks (1933) Langston Hughes

The Big Sea (1940) Langston Hughes

The Best of Simple (1961) Langston Hughes

Course Requirements

You must complete all components of all assignments to receive credit for this class.

School of Education requires that you post your Unit Plan on *Live Text*.

Attendance: Because this course is a major component of your professional training, attendance is vital. After two absences, each additional absence will result in a penalty of one full letter grade from your course grade. For an absence to be excused, you will need to bring verification (written documentation approved by me) for illness, emergency, or university-sanctioned activity. To make up for an excused absence, you may attend—and write a summative response to—an appropriate pre-approved workshop or lecture or you may read and respond to an appropriate, pre-approved literary or professional text.

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).

WEEK 1

- T Inventory and/or Introductory Letter to Instructor; Informal Personal Narrative (“My Best and/or Worst Experience in English Language Arts”)
- R Begin *Speak* + Write a “Response Log” entry (described in *Teaching English Through Principled Practice—hereafter TETPP*—p. 125). Discussion will focus on how “High School” looks from the perspective of this narrator—and from a variety of other possible perspectives, experiential (personal) and theoretical.

WEEK 2

- T Finish *Speak* + Read “Young Adults and the Literature that Meets their Needs and Interests” (*Using Young Adult Literature in the English Classroom* ch. 1) and/or “The Place of Young Adult Literature in Secondary Reading Programs” (*Teaching Reading in High School English Classes* ch. 9); Mark passages worth discussing—in the novel and the chapters—with a post-it note.
- R Begin *Jake, Reinvented* (ch. 1-7) + “Young Adult Literature and the Classics” (*Using Young Adult Literature... ch. 7*); Mark passages to discuss.

WEEK 3

- T Finish *Jake, Reinvented* + Begin *The Great Gatsby*. Note points of comparison.
- R Finish *The Great Gatsby*. Create two “Student Generated Discussion Questions” (desc. in *TETPP* p. 145-146), 1 good + 1 not.

WEEK 4

- T Read “Principles of Practice” (*TETPP* ch. 1); Mark passages worth discussing.
- R Read “Getting Started: Basics of Unit Design” (*TETPP* ch. 2); Brainstorm a possible “Overarching Concept” and a set of “Topics” (p. 49). Select “Materials” (literary texts) for one of your topics (p. 57; see also Appendix A, p. 361+).

Review two Unit Plans created by students of Smagorinsky in the on-line *Virtual Library* <<http://www.coe.uga.edu/~smago/VirtualLibrary/index.html>> : “Negotiating Boundaries: Making it through Adolescence Alive” (9th grade) + “Passing to the American Dream” (11th). Print opening “Rationale” section (4-6 pages) of *one* of these Unit Plans and “annotate” it, identifying & critiquing specific features of this rationale using the prompts in chapter 2 (p. 63).

WEEK 5

- T Read “What Students Know and What Schools Assess” (*TETPP* 3) + “Planning Backwards: How Endpoints Suggest Pathways” (*TETPP* 4); Identify and describe some “Culminating Texts” (p. 103) that would be appropriate assessments given your (evolving) Overarching Concept and Themes.

- R Read “Setting and Assessing Unit Goals” (*TETPP* 5); Identify and articulate “Goals” (p. 134) for one Unit. Draft a “Rubric” for one Culminating Text (p. 137). Feel free to look at Unit Plans in *Virtual Library* for models.

WEEK 6

- T Read *Langston Hughes in the Classroom* chapters 1-4; Annotate photocopied essay “The Negro Artist and the Racial Mountain” (originally published 1926) + one photocopied poem. Be prepared to read that poem aloud.
- R [I will be out of town for my parent’s 50th Anniversary Celebration]
Begin reading the work chosen by your group, *Not Without Laughter* (novel), *The Ways of White Folks* (short fiction), or *The Big Sea* (memoir);
In Class Group Work: Discuss the work that you’re reading as a teachable text. Brainstorm a list of Topics or Themes this work might help students explore; and evaluate some of the Activities and Assessments suggested in *Langston Hughes in the Classroom* chap. 1-4. Could these be improved or adapted to your purposes?

WEEK 7

- T Continue reading Hughes works; Read the corresponding chapter in *Langston Hughes in the Classroom* (5, 6 or 8) and evaluate the assessments in that chapter.
- R Finish Hughes works. Draft a one-page descriptive evaluation of a *secondary* resource from the “Selected Bibliography” in *Langston Hughes in the Classroom*.

WEEK 8

- T Read “Refining the Unit Focus” (*TETPP* 6) & “Introductory Activities: Gateway to the Unit Concepts” (*TETPP* 7); Refine the focus of *your* projected Unit (p. 150) and Design an Introductory Activity (p. 163) appropriate to it.
- R Read “Reading in High School English Classes: An Overview” (*Teaching Reading in High School English Classes* ch. 1) + “Word Matters” (*Teaching Reading in High School English Classes* ch. 2); Note issues and ideas that might make good research topics and/or be useful to you in creating your Unit Plan.

Friday 3/2 ~ 3rd Annual Gryphon Lecture at the UI Graduate School of Library & Information Science (located near the corner of 6th & Daniel in Urbana)
Roger Sutton (editor of *Hornbook* magazine) talks about Youth Literature

WEEK 9

- T Read “The Construction Zone: Building Toward Unit Goals” (*TETPP* 8); Evaluate one model Unit (p. 181); Begin to outline your Unit Plan (p. 183, 191, 194, 204, 208). Note gaps you need to fill in.
- R *Meet in Booth Library*
Read “Setting Up Your Classroom” (*TETPP* 9) and “How Ways of Talking Affect Ways of Learning” (*TETPP* 10)

In class, we will finalize Research Topics + Seek Research Sources

Note: you must make a presentation at the English Studies Conference *once* in conjunction with *one* of your English Department “Methods” courses, either English 3401, English 3402 (this course), or English 4801. Even if you choose *not* to do a presentation related to this class *this* semester, you still need to focus on a topic relevant to your Unit Plan (an issue or a method/approach that you’d like to know more about), familiarize yourself with recent research on this topic, and produce an Annotated Bibliography that includes five resources, most of them published since 2000 (these may include essays or chapters in our textbooks). You also need to *attend* the conference, whether or not you are presenting.

SPRING BREAK ~ A Good Time for Clinical Experiences

WEEK 10

T Draft DUE: Clinical Experience Essay for Peer Response & Discussion
Read “The Censorship Issues” (*Teaching Young Adult Literature..* ch. 10)

R Conference Proposals DUE
Draft DUE: Annotated Bibliography

WEEK 11

T Annotated Bibliography DUE
Read “Rethinking Character Education” (*TETPP* 14); Bring *Twelve Shots*

R [I may be out of town for a conference; depends on when my paper is scheduled]
Read “Students Becoming Real Readers” (*Teaching Reading in High School English Classes* ch. 7) + two stories in *Twelve Shots*, one that will be read by everyone in your “literature circle” and one self-selected: be prepared to explain *your* story’s perspective on guns as it compares to that of your shared reading.

WEEK 12

T Read “Picture Books in the High School English Classroom” (*Teaching Reading in the English Classroom* ch. 10) + *The True Story of the Three Pigs* and *The People Could Fly*. Identify ways these texts—or other picture books—might help students explore specific literary concepts or achieve other learning goals.

R Presentation Outlines DUE for those who will be presenting
Read “Rethinking the Curriculum from a Multicultural Perspective” (*TETPP* 13)

WEEK 13 ~ Individual or Group Appointments available

T Practice Presentations
Work on Unit Plan

R Work on Rationale

*Saturday 10:00 a.m. to 2:00 p.m. English Conference Attendance Mandatory
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WEEK 14 ~ Individual Conference Appointments available

T Draft Unit Plan DUE for Peer Critique + Discussion

R Draft Rationale DUE for Peer Critique + Discussion

WEEK 15 ~ Individual Conferences available to discuss Teaching Philosophy

T Unit Plan + Rationale DUE; Course Evaluations

R Draft Teaching Philosophy DUE for Peer Response + Discussion

FINALS WEEK

T Teaching Philosophy DUE

ASSESSMENTS

Annotated Bibliography ~ 150 points

descriptive evaluation of five resources related to your research topic

Clinical Experience Essay ~ 150 points

reflective evaluation of your clinical experience (3-4 pages)

Rationale ~ 200 points

persuasive writing that justifies the choices made in your unit plan (4-6 pages)

+

Unit Plan ~ 300 points

includes an introductory activity, long-term goals and daily objectives, assessments and rubrics that align with goals & objectives, lesson plans (see models)

Teaching Philosophy: Literature ~ 100 points

a concise statement of your philosophy on the teaching of literature (the theory behind your approach). What do you feel is the *value* of literary study? What is the theory behind your *methods* of teaching literature? (2 pages)

Class Participation (deductions taken for unexcused absences) ~ 100 points

includes ungraded written assignments plus participation in class activities & discussion

Extra Credit: *Idea Log* ~ (up to 50 points, 25 at mid-term + 25 at end)

This could take the form of a folder on your computer in which you save documents, reading notes, lists of resources, comments on teachable texts, quotable quotes, etc. Or it could be a physical (vs. electronic) log consisting of file folders and notebooks.

To make up for a missed class (alternate to approved lecture)

Read a young adult novel, approved by me; keep a reading log in which you make *at least three* entries, following your own instructions for this activity (which you'll need to include); create a 1-page handout for the class, containing an MLA-style citation, a brief summary, comments about suitability or teachability, and a summary of reviews.