

Fall 8-15-2005

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

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**ENG3402:001 Methods of Teaching Literature in Secondary Schools
Fall 2005**

Instructor: Dr. Jerie Weasmer
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Hours: T & R ~~9:44~~ 1:30-3:30
M-W-F by Appointment

I. Course Description

This course explores approaches to the teaching of literature in secondary schools. Mentoring at area or hometown schools or volunteering at Charleston's Teen Reach will fulfill the 10 site-based clinical hours required for this course. Each member will develop a professional portfolio.

Texts

Christenbury, Leila. *Making the Journey: Being and Becoming a Teacher of English Language Arts*. Portsmouth, NH: Heinemann, 2001.

Ericson, Bonnie O. *Teaching Reading in High School English Classes*. Urbana, IL: NCTE, 2001.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 5th ed. New York: MLA, 1999.

Oliver, Eileen Iscoff. *Crossing the Mainstream: Multicultural Perspectives in Teaching Literature*. Urbana: NCTE, 1994.

Young Adult Titles

Anderson, Laurie Halse. *Speak*. New York: Farrar Straus Giroux, 1999.

Bauer. *Am I Blue*.

Holliday, Laurel. *Why Do They Hate Me? Young Lives Caught in War and Conflict*. NY: Archway, 1999.

Lynch. *Gold Dust*.

Martinez, Victor. *Parrot in the Oven: mi vida*. New York: Harper-Collins, 1996.

Naimakov. *Ties That Bind, Ties That Break*.

Mazer, Norma Fox. *Twelve Shots*.

Oates. *Big Mouth and Ugly Girl*.

Requirements: You must complete all assignments to receive credit for the class.

Attendance: Attendance is mandatory. If you have no option but to miss, 10 points will be deducted from your grade per absence. Ten bonus points will be awarded for perfect attendance.

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).

II. Course Objectives

Upon successful completion of this course you will

- Be aware of current theories in literature pedagogy.
- Know a variety of strategies for involving students with literature.
- Have a greater awareness of the role young adult literature offers in the classroom.

- Have examined the ways theater arts can be integrated in exploring literature.
- Have experienced working with at-risk learners

III. Course Requirements

A. Response

1. Journal responses to assigned and to self-selected readings.
2. Respond to peers' and secondary students' writing.

B. Research projects

1. *Independent project*--Select an area of particular interest in literature pedagogy (i.e. censorship, journaling, enactment, literature circles, expanding the canon, at-risk readers, literacy, oral interpretation of literature, YA Literature). A minimum of 200 pages of reading required. Prepare an essay *integrating* what you have learned from the assigned readings with what you have learned from this independent reading. Use MLA or APA form (3-page minimum). Present the material orally (10 minutes).
2. *Group project* (Fall English Conference)--Select an area of literature pedagogy to research [see above suggested list]. Each group member research a strand (200 pages minimum) on the topic. Then prepare a professional paper in MLA form on the issue or practice (Minimum 3 full pages for individual paper, 6 full pages for 3-person collaborative paper). Meet with your group to discuss connections and contradictions in the reading. Next draft a proposal and organize a presentation for the conference, including a bibliography. Blend information from your research with assigned readings and the experiences you have had with students *this semester* to make an assertion. Allow 10-15 min. per speaker plus time to field questions.

C. Professional Portfolio

1. Essay on literature pedagogy (independent project)
2. Conference paper (group project)
3. Literary paper
4. Prompts for writing about literature

IV. Evaluation

A. *Course grade will be determined by the following:*

Journal response to assigned readings	100 points
Response to peers writing	50 points
Independent project	100 points
Group project	100 points
Portfolios (organization, eye appeal, clarity, thoroughness)	25 points
Attitude, preparedness, involvement in class, interaction, leadership	25 points
Attendance (each absence)	-10 points
(no absence)	+10 points
Total	400 points

Schedule of Expectations

- 8/23 Introductions, examination of syllabus. Distribution of professional organization materials. Discuss Independent Project (due 9/12), sign up for topics
Assignment: 1-152 Christenbury (response journal due 8/30)
- 8/30 Share journals/Discuss Christenbury
Assignment: 153-236 Christenbury (response journal due 9/6)
- 9/6 Share journals/Discuss Christenbury
Assignment: Independent project due 9/13
Read/Respond to any stories totaling 75 pages of *Twelve Shots* plus pp. 227-78.
Journal on possible classroom applications due 9/13.
- 9/13 Share rough drafts in small groups / Discuss Christenbury.
In small groups discuss *Twelve Shots* using Bleich's most important passage, paragraph, sentence, word. Interpretive reading of passage from text.
Book tasting. Select YA novel.
Assignment: Finish YA novel. Respond in journal (due 9/27). Discuss cultural issues and use of language.
- 9/20 Revised Independent Project due.
Discuss Literature Circles. (Handout) Censorship.
Oral presentations of Independent Project
- 9/27 Oral presentations continue
Literature Circles to discuss YA novel
Discuss Group Projects (Fall English Conference) Proposal due 10/4
Assignment: Three groups each read/respond to any 40 pages of an assigned segment ("The Holocaust and World War II, "The Troubles" in Northern Ireland, and "The Israeli and Palestine Conflict") of *Why Do They Hate Me?*
Read any 80 pages of *Oliver* (response journal due 10/4)
- 10/4 Share journals/ Discuss *Why Do They Hate Me?* Implications for classroom use.
Share journals/Discuss *Oliver*
Assignment: Any other 80 pages of *Oliver* (response journal due 10/11)
- 10/11 Share journals/Discuss *Oliver*
Self select a YA text of a different culture. Read passage. Identify evidence of other culture. Share. In small groups determine readability.
Assignment: Read/respond to first half in your journal.
Read/Respond to any 2 chapters of Smagorinsky

MIDTERM

10/18 Share journals/Discuss YA novels (issues, potential censorship problems, audience, nontraditional families, oral reading).
Enactment of passages
Discuss Smagorinsky (Ball's in your court)
English Conference: Determine committees. Delegate responsibilities.
Assignment: Read second half of YA novel. Discuss in journal comparisons/ contrasts with other YA novels. Any strands appropriate for a unit?
Read/Respond to any other 2 chapters of Smagorinsky

10/25 Share journals/Discuss YA texts. Work in groups to prepare a writing prompt appropriate for all of the books members of your group have read. Consider use of traditional prompt vs. creative writing. Desired outcomes? Assessment issues?
In-class writing on teaching classics versus/ plus YA literature—role of the canon
Assignment: Conference paper due 11/1.

11/1 Share conference papers. PQP. Revisions due 11/8
Oral presentations

11/5 English Conference 8:30-1:30 Coleman Hall