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

Robin Murray
Eastern Illinois University

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English 3402: Methods of Teaching Literature in Secondary Schools

Dr. Robin L. Murray

Office: CH 3351/314F

Office Hours: TR 9:15-10:45

Email: cfrlm@eiu.edu or cfrlmgoodgirl@hotmail.com

Spring 2002, TR 11-12:15 in CH 3160

Phone: x6985 or 345-7983 before 10 p.m.

Course Description:

This course explores various approaches to the study of literature in the secondary schools. Class time will primarily be devoted to your responses to readings from the texts, professional journals, and your own research.

Texts:

Monseau and Salvner, *Reading the World: The Young Adult Novel in the Classroom*, second edition. New York: Boynton/Cook Heinemann, 2000.

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

Smagorinski, Peter. *Teaching English through Principled Practice*. Columbus: Merrill/Prentice Hall, 2002.

Course Objectives: 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 a variety of resource materials available to the literature teacher.

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

1. Response Statements. These are about two pages typed and reflect careful reading and synthesis of course materials. Your responses will serve as a source for discussion in class as a whole or in small groups. Some of your responses will be brief written responses or in-class responses.

2. Participation. Think of your responses as the beginning of classroom discussion. Also, you will participate in other activities in class, including oral presentations, teaching demonstrations, and debates. **Note: Attendance is crucial. You must make up missed class time in an approved fashion—see me.**

3. Papers responding to articles of your choice from *English Journal*.

4. Literature Unit Plan. More detailed information will be forthcoming. A lesson from your unit will be presented to the class as a teaching demonstration.

5. Research Project. You will write an 6-8 page argument paper exploring ten or more articles on a topic related to the teaching of literature that is of interest to you. Your paper should argue a position on your chosen topic and support it with evidence published during the last five years.

6. Young Adult Literature responses and presentations. You will choose two full-length works of young adult literature, read them, write responses to them, and prepare a two-page hand-out that provides an overview of the work's content and your thoughts about its value for students. The handout should be copied and passed out to classmates. Your second response will begin with group work related to *Reading the World*.

7. Professional Portfolio. This will be part of your class portfolio. See below. The portfolio will prepare you for your job search. Set up your Placement File if you have not done so.

8. 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.

9. English/ English Education Conference Presentation and Response. We will be presenting our lessons to an audience of students and faculty in April. Class will be cancelled on the day of the conference.

10. Clinical Experiences: You must complete 10 hours of observation/participation in Language Arts/English classes during this course (30 hours total with English 3401). You may use the form available from the Office of Pre-Clinical Experiences to schedule your visits. In addition you must write a reflective essay based on your observations and participation. This essay should not exceed two pages and should be given to me for verification. You must turn in yellow sheets at the Student Teaching office to receive credit for your hours. I will give you further information about various methods to fulfill this school-wide requirement. **If you do not meet this requirement, you cannot pass this course.**

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."

Attendance: Please note that attendance is important. You must make up any class time you miss in some way related to English language arts and respond in writing to the event.

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

1. Weekly Response Statements	15%
2. Participation and attendance	10%
3. <i>English Journal</i> Responses	10%
4. Literature Unit Plan and lesson presentation	15%
5. Research Project	15%
6. Young Adult Literature Responses/Presentations	10%
7. Professional Portfolio	5%
8. Theory/Philosophy of Literature Teaching	10%
9. English Education Conference Participation and Response	10%

Portfolio for Class work and professional information: Your portfolio will include a TABLE OF CONTENTS and the following:

1. Course work: responses, literature unit, argument paper, English education conference presentation and response, clinical experience response, teaching philosophy.
2. Proof of participation in conference (program copy).
3. Proof of membership in NCTE and/or IATE
4. Resume
5. Letters of Recommendation
6. Other teaching experience and extra-curricular activities related to teaching.

Grading of Papers:

Paper grades will be based on the following areas: Audience awareness, organization, development, sentence structure, word choice, grammar/usage/mechanics. The first three areas will be weighted more heavily than the second three (60% vs. 40%).

Literature units will receive a group grade that envelops all elements of a unit (beyond lesson plans). Pay careful attention to long term goals and short term objectives, your view of the students' procedures, assignments, methods of evaluation, and audience.

Presentations will be evaluated according to a rubric I will distribute in class.

Spring 2002 English 3402 Tentative Course Calendar, Subject to Change

January

- 8 Introduction to the course: Read ch. 1 TETPP (“Principles of Practice”) for Thursday
10 **Brief written response due.** Read ch. 2 TETPP (“Getting Started: Basics of Unit Design”) for Tuesday
15 Read ch. 3 (“What Students Know and Schools Assess”) for Thursday
17 W for course withdrawal begins 1/19—**Typed response due** Read chs. 4 (“Planning Backwards: How Endpoints Suggest Pathways”) and 5 (“Setting and Assessing Unit Goals”) for Tuesday
22 Read chapters 6 (“Refining the Unit Focus”) and 7 (“Introductory Activities: Gateway to Unit Concepts”) for Thursday
24 **Brief written response due** Read chapter 8 (“The Construction Zone: Building Toward Unit Goals”) for Tuesday
29 **EJ write-up on teaching lit due** Read chapters 9 (“Setting Up Your Classroom”), 10 (“How Ways of Talking Affect Ways of Learning”) and 11 (“Multimedia Composing with a Big Tool Kit”) for Thursday
31 Bring in Young Adult Literature to share in groups

February

- 5 **YA lit presentations/ Response due. Note: These presentations must be brief—no more than 3 minutes!** Read chapter 12, (“Building Body Biographies”) for Thursday
7 **Brief written response due** Read chapters 13 (“Rethinking the Curriculum from a Multicultural Perspective”) and 14 (“Rethinking Character Education”) for Tuesday
12 Read Chapter 15 (“Rethinking Standards for Teaching English”) and Afterword (“Theory in Practice”) for Thursday
14 **Typed response due** Discuss Argument Papers—Bring in possible topics and look over appendices in TETPP for Tuesday
19 Library Visit. Read chapter 5 CM (“Censorship in the Classroom: Fighting Back”) for Thursday
21 **EJ write-up on teaching a lit genre due** Group work and Censorship discussion. Read chs. 2 (“The Culturally Deprived American Majority”) and 4 (“Expanding the Canon Through Perceptions of Diversity and the American Dream: An Experiment”) CM for Thursday February 28.
26 Career Services Visit?
28 **EJ Write-up related to paper topic due**

March

- 5 **Argument draft due for peer response**
7 **Argument draft due for conferences**
11-15 Spring Break, No Classes! Read chs. 6-8 CM (“Multiethnic Literature for Mainstream Teachers: Another Experiment,” “Dealing with Ableism, Ageism, Sexism, and Homophobia: Otherness,” and “Brainstorming a New Canon”) for March 19

- 19 **In-class response** Read ch. 11 CM (What the Canon did not Teach us About Learning Styles”) for Thursday
- 21 Read chs 12 and 14 CM (“Approaches to Teaching Multicultural Literature” and “Interdisciplinary Connections in Teaching Multicultural Literature”) for Thursday, 3/28
- 26 **Final draft of argument papers due** Group work—literature unit pairs organized and approaches determined—Talk about Assessing Literature
- 28 **Typed response due** Get into groups by YA chapter (except ch. 3). You will present your chapter by group and then give individual presentations on one or more YA work through a particular lens (lit crit). Read Chapter 3, “Interpreting the Young Adult Novel: Reading the World of Spite Fences” for Tuesday.
- 29 Deadline to withdraw from course with wp/wf

April

- 2 **Typed response due (English conference week)**. Lit crit review (if not earlier)
- 4 Work on English conference—no class. English conference will be on Saturday—either perform a lesson from your unit or your group’s presentation of YA works through a particular lens
- 9 **YA presentations**
- 11 **YA presentations**
- 16 **Lit units due**
- 18 **Lesson Presentations**
- 23 **Lesson Presentations**
- 25 **Theory/Philosophy of teaching lit due with professional/course portfolio**
- 29-May 2 Final Exams (There is no exam in English 3402)