Spring 1-15-2000

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

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ENGLISH 3402: METHODS OF TEACHING LITERATURE IN SECONDARY SCHOOLS

Spring 2000
Instructor: Fred Preston, Ph.D
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Phone: 581-6302
E-mail: cffjp@eiu.edu
Hours: T&Th: 9-11
and: 10-12, and by appt.

I. Course Description

Primarily, this course explores various approaches to the study of literature in secondary schools; however, you will also prepare a professional portfolio and complete the 100 pre-clinical clock-hours of observation/participation during this semester. In addition, we will consider other matters of concern for the secondary English teacher such as vocabulary, grammar, composition, media, reading, speaking, non-fiction, assessment in English, technology in the classroom, and professional issues in English.

Texts


Requirements: You must complete all parts of all assignments to receive credit for the course.

Attendance

Attendance is mandatory. Each class is worth a full week of class time. If an emergency arises making it necessary for you to miss class, the time can be made up by attending a pre-approved workshop, lecture, or other activity appropriate to the course description.

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.

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 can play in the classroom
✓ Understand the importance of including multicultural literature in the curriculum

III. Course Requirements

A. Response Journals: These are 3-ring binders or disks in which you respond to the assigned readings as well as to your research. For each assigned reading, stop every 20 pages to note your reactions to ideas found there. Be certain to note the page and give some general background for the source that stimulated your reaction. Typically, responses for assigned reading average two typed pages.
III. Course Requirements

A. **Response Journals**: These are 3-ring binders or disks in which you respond to the assigned readings as well as to your research. For each assigned reading, stop every 20 pages to note your reactions to ideas found there. Be certain to note the page and give some general background for the source that stimulated your reaction. Typically, responses for assigned reading average two typed pages. We will take time in class to respond to each other’s journals. To facilitate response, please include a blank sheet(s) after your responses.

These responses should also be viewed as sources for class/group discussions. I encourage you to discuss questions and/or concerns you have about ideas, theories, and methods in your response journal.

B. **Professional Portfolio**: I will give you a handout indicating the types of materials to be included. The Portfolio is part of the departmental requirements for permission to student teach. As part of this requirement, you must set up a placement file with Career Services and indicate that your references are on file.

C. **Research Project**: Near the middle of the term, we will discuss various areas of interest members of the class have identified as particularly interesting in literature pedagogy--areas such as literature study circles, teaching ethics and values through literature, gender issues, diversity issues, creative dramatics, using YAL in the classroom, technology in the English classroom, etc. Through negotiation we will form groups of three or four to research these areas. The goal will be to produce individual papers suitable for presentation at the Spring English Education Conference on April 18th in Coleman Hall. Each member of the class will also participate in planning and producing the conference. Details will be provided later.

D. **English Journal Responses**: These are one-page typed responses to articles from the English Journal, or a similar journal, on literature pedagogy. You will provide a copy of the article glossed and highlighted. Write a summary of the main ideas and your response. A format will be provided.

E. **Novels**: You will choose a young adult novel and prepare a two-page handout, which will provide an overview of the book’s contents, your thoughts about its value for students, and pedagogical suggestions for using it. You will make copies for everyone in the class.

In addition to the young adult novel, you will choose a multicultural novel from recommended lists (several are listed in your texts, but you may find them in the English Journal and other sources). Provide the same information as noted above, and make copies for everyone in the class.

F. **Participation**: You will be asked to develop various assignments such as writing Prompts, questions, writing assignments, quizzes, tests, lesson plans, rationales, and presentations.
Clinical Experience

You must complete 15 hours of participation in language arts/English classes on-site during this course. Because you must have an active experience, you must be prepared to suggest suitable activities you can competently perform in the classroom for the participating teacher(s). We will brainstorm such a list.

After the office of Clinical Experience makes the initial contact with a public school, perhaps the high school or junior high you attended, meet with an English/language arts teacher, preferably one you know well, so that you can work with that person in a professional manner.

Remember, you must complete the form available from the Office of Clinical Experiences in Buzzard so they can make the initial contact with the school you will be working with. You must find a teacher who will allow you to teach or participate in some manner for a total of 15 contact hours in the classroom. In addition, you must write a reflective essay based upon the experience. This essay should not exceed two pages.

Note: If you are now taking or plan to take English 3401, Methods of Teaching Composition in the Secondary Schools, these requirements will change in order to avoid duplication of hours. See me for an appointment to discuss the matter.

Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Journal</td>
<td>250</td>
</tr>
<tr>
<td>Professional Portfolio (organization, eye appeal, clarity, thoroughness)</td>
<td>50</td>
</tr>
<tr>
<td>Research Project (Group)</td>
<td>100</td>
</tr>
<tr>
<td>English Journal Responses</td>
<td>100</td>
</tr>
<tr>
<td>Novels</td>
<td>150</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Attitude, involvement in class, interaction, leadership, preparedness</td>
<td>50</td>
</tr>
<tr>
<td>Attendance</td>
<td>-30 points (each absence if time not made up)</td>
</tr>
</tbody>
</table>

Total: 750 points