ENG 3402-001: Methods of teaching literature in secondary schools

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ENG3402: Methods of Teaching Literature in Secondary Schools

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Office Hours: MWF 11:00 a.m.-11:50 a.m.  
M 1:00 p.m.-1:50 p.m.

Course Description: This course explores approaches to the teaching of literature in secondary schools.

Course Objectives: Following NCTE Guidelines and Illinois Content Area Standards this course will:

1. demonstrate how reading, writing, speaking, listening, viewing, and thinking are interrelated;
2. recognize the impact of cultural, economic, and social environments upon language and literature;
3. use major sources of research and theory and understand the relationship between research and practice;
4. examine, evaluate, and select resources;
5. design instruction to meet the needs of all students and provide for students' continuous progress and success;
6. organize classroom environments and learning experiences that promote effective whole class, small group, and individual work;
7. create learning environments that promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability;

Required Texts & Materials:
Ericson, Bonnie. *Teaching Reading in High School English Classes.*
Moore, John Noell. *Interpreting Young Adult Literature.*
Oliver, Eileen Iscoff. *Crossing the Mainstream: Multicultural Perspectives in Teaching Literature.*
Smagorinsky, Peter. *Teaching English Though Principled Practice.*
USB port-compatible "jump" (also referred to as a "flash") drive for computer lab use

Course Requirements: You must complete all parts of all assignments to receive credit for the class. Attendance is mandatory. The School of Education’s Live Text requirements apply.

Response/Daily Work

- *Response papers*--Respond to assigned and self-selected readings. **Cite the pages to which you refer.** Submit a hard copy of each response on the assigned due date.

- *Formative evaluation*--Respond to peers' and other students' writing.

- *In-class writing, informal group and individual activities*
Research Projects

- **Conference project**—Select an area of particular interest in teaching literature. Find books and articles (200 pages min.) on the topic and write short responses as you read. Do not read farther than 20 pages without stopping to write a portion of your response. You will turn in your responses for the conference project on the assigned dates. Prepare an essay (minimum of five full pages) on teaching literature in MLA or APA form. Also, add a Works Cited/References page and include in-text references. Prepare an oral presentation of your research (at least 10 minutes but no more than 15 minutes) with appropriate visual support (PowerPoint strongly recommended). You will present the oral presentation to the class on your assigned date. In addition, you will revise the oral presentation to present at the English Studies (English/English Education) Spring Conference on Saturday, April 9, 9:00 a.m. to 1:00 p.m. Also, our class will be expected to help with preparations for the conference.

- **Clinical Experience Essay**—Reflect on experiences with mentoring peers and secondary students in reading and writing about literature. Review your response papers. Draw conclusions based upon these experiences as well as class reading assignments and present them in essay form. **Cite specific examples from your experiences or your reading to ground your assertions** (minimum of 3 pages).

Unit Plan Project

As a culminating activity, you are expected to compose a unit plan demonstrating your awareness of teaching literature. Use the class readings and discussion, oral presentations, and your research to inform your choices. Your unit plan should reflect knowledge of contemporary practices of teaching literature, reading, and writing.

Professional Portfolio (Printed copy turned in to Dr. Binns; additional copy in Live Text)

Table of Contents
- Philosophy of Teaching Literature
- Resume
- Conference Paper
- Unit Plan Project
- Clinical Experience Essay

**Course Grade:** Penalties for excessive absences will be deducted as described in the “Attendance” section. Otherwise, your final course grade will be determined by the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Work/Responses</td>
<td>20%</td>
</tr>
<tr>
<td>Unit Plan Project</td>
<td>20%</td>
</tr>
<tr>
<td>Conference Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Clinical Experience Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Portfolio (organization, eye appeal, labeling, thoroughness)</td>
<td>20%</td>
</tr>
</tbody>
</table>

A= 90% to 100%
B= 80% to 89%
C= 70% to 79%
D= 60% to 69%
F= 0% to 59%
Attendance: Because this course emphasizes essential methods of teaching literature, attendance is vital. Class exercises and peer review activities (generally worth 10-20 points each) cannot be made up at a later date. After three absences, each additional absence will also result in a penalty of one full letter grade subtracted from your final course grade. For an absence to be excused, bring proper verification (written documentation approved by me) for illness, emergency, or university-sanctioned activities. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description can make up the time (though not points lost due to missing in-class activities). Perfect attendance merits the addition of 20 extra-credit points to the daily work point total.

Late Work: Work turned in after its due date will be penalized by 10% of the maximum possible points for each day that it is late (excluding weekends). Printed copies only will be accepted (not e-mail attachments). Assignments turned in after the beginning of class may also be penalized by up to 10% of the maximum possible points.

Plagiarism: In accordance with English Department and University policies, “Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one’s original work’ (Random House Dictionary of the English Language)—has the right and responsibility to impose upon the guilty student an appropriate penalty up to and including immediate assignment of the grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.”

The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else’s work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

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.
English 3402 Course Schedule (Spring 2005)

This schedule is subject to additions and changes at my discretion. Assignments are due on the date that they appear on the schedule. Response papers should address assigned readings unless otherwise indicated.

1-10 Course Introduction
1-12 Ericson 1-32
1-14 Ericson 33-47; Response paper due (to Ericson 1-47)
1-19 Live Text Preview; Ericson 48-56
1-21 Ericson 57-83
1-24 Ericson 84-114
1-26 Ericson 115-58; Response paper due (to Ericson 48-158)
1-28 Smagorinsky Chapter 1
1-31 Smagorinsky Chapters 2-3
2-2 Smagorinsky Chapters 4-5
2-4 Smagorinsky Chapters 6-7; Response paper due (to Smagorinsky Chapters 1-7)
2-7 Smagorinsky Chapter 8
2-9 Smagorinsky Chapters 9-10
2-11 Smagorinsky Chapters 11-12; Response paper due (to Smagorinsky Chapters 8-12)
2-14 Smagorinsky Chapters 13-14
2-16 Smagorinsky Chapter 15; Response paper due (to Smagorinsky Chapters 13-15)
2-21 Moore Chapters 1-2
2-23 Moore Chapters 3-4
2-25 Moore Chapters 5-6; Response to conference paper sources due
2-28 Moore Chapters 7-8
3-2 Moore Chapters 9-10
3-4 Conference Paper draft due for peer response
3-7 Revise Conference Paper
3-9 Conference Paper due
3-11 Prepare Oral Presentation
3-21 Oral Presentations
3-23 Oral Presentations
3-25 Oral Presentations; Response to Moore due
3-28 Oral Presentations
3-30 Oral Presentations
4-1 Oral Presentations
English 3402 Schedule Continued

4-4 Philosophy of Teaching Literature draft due for peer response
4-6 Revise Conference Oral Presentation; Response to oral presentations due
4-8 Revise Conference Oral Presentation

4-9 **English/English Education Conference** (9:00 a.m.-1:00 p.m.)

4-11 Oliver *Preface*, pages 3-38
4-13 Oliver pages 39-75
4-15 Unit Plan draft due for peer response

4-18 Oliver pages 79-133
4-20 Oliver pages 134-74; Unit Plan due
4-22 Oliver pages 177-233

4-25 Clinical Experience Essay draft due for peer response
4-27 Portfolio draft due for peer response
4-29 Portfolio due; Course evaluations