Spring 1-15-2006

ENG 3402-001

Daiva Markelis
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2006

Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_spring2006/105

This Article is brought to you for free and open access by the 2006 at The Keep. It has been accepted for inclusion in Spring 2006 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
ENGLISH 3402-001
Spring Semester 2006
T/TH 3:30 to 4:45
Coleman Hall 3120/3130
email: dmmarkelis@eiu.edu

Instructor: Dr. Daiva Markelis
Office: Coleman Hall 3375
Office Hours: T/TH 12:00 to 2:00
Office Phone: 581-5614
Home Phone: 348-9230

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 and presentations of your own research.

Books
Interpreting Young Adult Literature: Literary Theory in the Secondary Classroom. John Moore.
Teaching Reading in High School English Classes. Erickson.
Crossing the Mainstream: Multicultural Perspectives in Teaching Literature. Eileen Oliver.
Teaching English through Principled Practice. Peter Smagorinsky

Course Objectives:
Upon completing this course, students 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.

Requirements
1. Read the assigned material by the assigned date and participate actively in classroom discussion.
2. Submit eight typed response papers to questions and/or readings. Papers should be approximately 2 double-spaced pages.
3. Construct a detailed literature unit plan that you might conceivably use in future teaching. 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.
4. Write a 6-8 page paper on an area of particular interest in teaching literature. Prepare an oral presentation of your research to the class on your assigned date. Revise the oral presentation to present at the English Studies Spring Conference on Saturday, April 15th, 9:00 a.m. to 1:00 p.m.
6. Write a 3 page paper summarizing and analyzing your philosophy of teaching literature.
7. Put together a professional portfolio that includes course work, resume, letters of recommendations, etc. I will distribute a detailed checklist in class.

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

Attendance
Many of the ideas used in your essays will be generated in class discussions, which is why it is very important that you come to each class session. I realize, however, that emergencies do occur. Excused absences are those outlined in the student catalogue: “illness, emergency, or university activity.” Unexcused absences are pretty much all others—oversleeping, hangovers, finishing papers for other classes, out-of-town trips “because I’m homesick.” More than three unexcused absences will lower your attendance/participation grade by fifty points. Also, if you have great attendance but rarely speak up in class, it will be difficult to get 100 points for this part of the class requirement.

Grade Breakdown
Eight Response Papers, 25 points each 200 points
Literature Unit Plan 250 points
Research Paper/Conference Presentation 300 points
Philosophy of Teaching Literature Paper 100 points
Portfolio 50 points
Classroom participation and attendance 100 points
Total 1000 points

Note: Grades follow the standard numeric formula: 900-1000 is an A, 800-899 is a B, etc.

Evaluation
You must hand in all assignments in order to complete the course. There will be particular criteria tailored to each assignment; we will discuss these in class. All final versions of written work must adhere to the conventions of Standard Written English, follow the format for papers outlined below, and have been carefully proofread.

Format for Papers
Type your assignments on standard-size paper. Double-space. NO extra spaces between paragraphs, please, and NO oversized fonts. In the upper left-hand corner of the first page, type your name, your instructor's name, course, and date. In the upper right-hand corner of the following pages, type your last name/page number. Staple or paper clip pages together.

Plagiarism
Here is the English Department policy on plagiarism:
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” (Random House Dictionary of the English Language)—has the right and the responsibility to impose
upon the guilty student an appropriate penalty, up to and including a 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.

CLASS SCHEDULE

#1 T 01/10  Introduction to course
       TH 01/12  Chapters 1 and 2 in Smagorinsky

#2 T 01/17  Chapters 3 and 4 in Smagorinsky and Chapter 1 in Ericson
       TH 01/19  Chapter 5 in Smagorinsky and Chapter 7 in Ericson

#3 T 01/24  Chapters 6 and 7 in Smagorinsky
       TH 01/26  Chapters 8 and 9 in Smagorinsky

#4 T 01/31  Chapters 10, 11, and 12 in Smagorinsky
       TH 02/02  Chapter 13 in Smagorinsky and Chapters 1, 2, and 3 in Oliver

#5 T 02/07  Chapters 4, 5, 6, and 7 in Oliver
       TH 02/09  Chapters 6 and 9 in Oliver

#6 T 02/14  Chapters 10 and 11 in Oliver
       TH 02/16  Chapters 12 and 13 in Oliver

#7 T 02/21  Chapter 14 in Smagorinsky and 3 in Ericson
       TH 02/23  Introduction, and Chapters 1 and 3 in Moore

#8 T 02/28  Philosophy of Teaching Literature draft due for peer response
       TH 03/02  Work on Philosophy of Teaching Literature draft

#9 T 03/07  Chapters 5 and 7 in Moore
       TH 03/09  Chapters 8 and 9 in Moore

SPRING BREAK

#10 T 03/21  Conference paper draft due for peer response
           TH 03/23  Revise conference paper
#11 T 03/28 Conference paper due
   TH 03/30 Oral presentation

#12 T 04/04 Oral presentations
   TH 04/06 Oral presentations

#13 T 04/11 Oral Presentations
   TH 04/13 Oral Presentations

ENGLISH STUDIES CONFERENCE, Saturday, April 15

#14 T 04/18 Unit Plan draft due for peer response
   TH 04/20 Work on Unit Plan

#15 T 04/25 Unit Plan due
   TH 04/27 Portfolio due

NOTE: I may make minor changes to this syllabus in order to suit the needs of the class. Changes will always be announced in advance.