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

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ENG3402:001 Methods of Teaching Literature in Secondary Schools
Fall 2004

Instructor: Dr. Jerie Weasmer e-mail: cfirw1@eiu.edu Hours: T & R 9-11
Office: 3821 Coleman Hall Phone: 581-6972 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
Codell, Esme Raje. Educating Esme: Diary of a Teacher’s First Year. Chapel Hill, NC:
Algonquin, 1999.
Ericson, Bonnie O. Teaching Reading in High School English Classes. Urbana, IL:
Gibaldi, Josep. MLA Handbook for Writers of Research Papers. 5th ed. New York:
MLA, 1999.
liver, Eileen Iscoff. Crossing the Mainstream: Multicultural Perspectives in Teaching
Young Adult Titles:
Bauer. Am I Blue.
Coffer. Island Like You.
Holliday, Laurel. Why Do They Hate Me? Young Lives Caught in War and Conflict. NY:
Archway, 1999.
Lynch. Gold Dust.
Mazer, Norma Fox. Twelve Shots.
Nye, Habibi.
Oates. Big Mouth and Ugly Girl.
Pullman. Golden Compass.
Requirements: You must complete all parts of 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. 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 can play 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. Response journal—Respond to assigned and to self-selected readings in your response journal. (Do not read more than 20 pages before responding.) **Cite the passages to which you refer.**

2. Formative evaluation—Respond to peers' and secondary students' writing. You may also use copies of works Teen Reach students have composed.

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, integrating culturally diverse literature, high interest-low readability materials for at-risk readers, literacy, oral interpretation of literature, Young Adult Literature). Read books or articles on the topic and respond in your journal as you read to a minimum of 200 pages. Do not read farther than 20 pages without stopping to respond. 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 min.). Present the material orally (5-10 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 and respond in the professional journal. Then prepare a professional paper in MLA form on the issue or practice (Minimum 3 full pages). 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. Resume
5. Sample responses to student writing
6. Prompts for writing about literature
7. Philosophy of literature pedagogy
IV. Evaluation

A. Course grade will be determined by the following:

- **Response journal** 200 points
- **Response to peers and secondary writing** 100 points
- **Independent project** 100 points
- **Group project** 100 points
- **Portfolios (organization, eye appeal, clarity, thoroughness)** 50 points
- **Attitude, preparedness, involvement in class, interaction, leadership** 50 points
- **Attendance (each absence)** -10 points
- **(no absence)** +10 points

Total 600 points

Schedule of Expectations

8/24  Introductions, examination of syllabus. Distribution of professional organization materials. Discuss Independent Project, sign up for topics
**Assignment:** 1-152 Christenbury (response journal due 8/31)

8/26  Meet at Career Services, Room 13, for presentation
**Assignment:** Prepare resume (Due 9/2)

8/31  Share journals/Discuss Christenbury
**Assignment:** 153-236 Christenbury (response journal due 9/7)

9/2   Go over resumes
**Assignment:** Independent project due 9/9

9/7   Share journals/Discuss Christenbury
**Assignment:** Read/Respond to first half of Am I Blue, Parrot in the Oven, Island Like You, Golden Compass, or Twelve Shots. Journal due 9/9

9/9   Share journals/Discuss YA texts using Bleich's most important passage, paragraph, sentence, word. Interpretive reading of passage from text.
**Assignment:** Finish YA novel. Respond in journal (due 9/14). Discuss cultural issues, language.

9/14  Interpretive reading. Examine language. Discuss censorship. Discuss Literature Circles. (Handout)

9/16  Share rough drafts in small groups
Revise independent project—due 9/21
9/21 Revised Independent Project due. Journal on independent project articles/books due.

9/23- Oral presentations of Independent Project
9/28 Discuss Group Projects (Fall English Conference) Proposal due 10
Assignment: Three groups each read/respond to a minimum of 25 pages from 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? 1-120 Oliver (response journal due 9/30)

9/30 Share journals/Discuss Why Do They Hate Me? Implications for classroom use. Select texts/articles for Group Project. Begin to read/respond.

10/5 Share journals/Discuss Oliver
Assignment: 121-220 Oliver (response journal due 10/7)

10/7 Share journals/Discuss Oliver Book tasting
Assignment: Self select YA novel from cart. Read/respond to first half in your journal.

10/12 Share journals/Discuss YA novels (issues, potential censorship problems, audience, cultural diversity, nontraditional families, oral reading). Enactment of passage.
Assignment: Read/Respond to second half of YA novel. Discuss comparisons/contrasts with other YA novels. Any strands appropriate for a unit? Determine readability.

MIDTERM
10/14 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?
Assignment: Read/Respond to Educating Esme, pp. 1-100.

10/19 Share journals/Discuss Esme. Consider implications for teaching classics/YA literature

10/21 Discuss Esme and her approach to teaching. Implications for your classroom?
Assignment: Continue to read/respond to readings for group project.

10/26 Share portfolios. Bring sticky notes.

10/28 Determine committees. Delegate responsibilities.
11/2-4 Discuss roles of creative dramatics, role playing, mime, choral reading, and interpretive reading in experiencing literature

11/9 Book tasting to establish themed grouping. Readability rating.

11/11 Share papers. Final preparation for conference, informal sharing of presentations

11/13 Fall English Conference, Coleman Hall, 9-1 followed by luncheon (free ☺)

11/16-18 Assign Hamlet groups. Work on enactment video. Present

11/22-26 THANKSGIVING VACATION

11/20-28 In groups prepare a brief unit plan that represents a workshop approach. Each group member is accountable for a different YA title from Speak, Out of the Dust, Ties that Bind, Ties That Break, Habibi, Gold Dust and Big Mouth and Ugly Girl.

11/30 Share unit plan with rest of class. Bring additional copy of plan on disk or e-mail to me as an attachment. Revised plan due 12/2

Assignment: Choose the chapter that interests you most in the Burke text (other than 10). Read and respond. Journal due Tuesday.

12/2 Final draft of unit plan due.

12/7 Discussion on/Development of philosophy of literature pedagogy

12/9 Portfolios due. Bring sticky notes to class.

Course evaluations/Self evaluations due