



**Professional Education Unit
Department of English
Fall 2010**

Teaching Literature in Secondary Schools, ENG 381 (001), Face to Face

Class: MW(F1), 3:15-4:30, Bert Combs Building, Room 413

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Office hours: Mon. 10:30-12:30, Tues. 1:00-3:00, and by appointment

Course Description: *Prerequisites: Admission to TEP, completion of EDF*

207<<http://www.moreheadstate.edu/smartcatalog/undergraduate-2009-10/6569.htm>>, *EDF 211*<<http://www.moreheadstate.edu/smartcatalog/undergraduate-2009-10/6570.htm>>, *ENG 280*<<http://www.moreheadstate.edu/smartcatalog/undergraduate-2009-10/6662.htm>>, and at least six hours of 300-level literature courses. This course focuses on preparing secondary English teaching candidates to teach literature in the high school classroom. The course covers theories of literacy appropriate to the high school classroom, research on adolescent reading development, and theories and methodologies for teaching literature to adolescents. The course will include selections not only from canonical and contemporary literature but also from Kentucky's Core Content and Program of Studies for Literature. Students will engage in a variety of individual, small-group, and large-group activities in order to both learn and practice methods and strategies for literature instruction. The course includes a 10-hour component in Level II and III field experience.

Guiding Questions for ENG 381:

What does it mean to teach literature? How do our uses of particular pedagogical practices reflect our beliefs about the purposes of studying literature and about the nature of learning in general?

How should we select texts that meet the needs of our students who come from a diversity of social and cultural backgrounds with a diversity of academic skills and needs?

How do we facilitate comprehension of texts from a variety of genres, with a variety of textual features, and with a variety of academic skill demands?

How do we use tools such as writings, discussion, questioning, process drama, and critical theory to help students comprehend and interpret texts?

How can we develop, sequence, and scaffold units of literary study that provide students with multiple perspectives on important issues?

Required Field Experience Hours: 10

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. Understand and apply literary, learning, and developmental theories to the design and enactment of literature lessons in the secondary school;
2. Appreciate, select, and apply young adult literature in the high school curriculum;
3. Identify, understand, and apply NCTE/IRA Standards, KY Core Content for Assessment, and KDE Program Of Studies to the teaching of literature in the secondary school;
4. Reflect upon one’s own reading experiences of various literatures and articulate appropriate approaches to teaching literature to high school students based upon these experiences;
5. Identify, understand, and apply specific methods and strategies for developing instructional approaches to a variety of literary genres, including novels (both canonical and young adult), plays, poetry, and short stories;
6. Collaborate with classroom peers to complete instructionally relevant activities;
7. Make vital connections between the subject matter of the course and authentic classroom situations through carefully designed field experiences.

NCATE / EPSB Accreditation Alignment of CFOs and SLOs:

Aligned with→ Assessment→ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	NCATE SPAS NCTE for Initial Preparation of Secondary English Teachers (NCTE)
Participation 10 points CFO: 3, 5 SLO: N/A	9, 10	N/A	N/A	N/A
Annotated Bibliography 20 points CFO: 1 SLO: 1, 2, 4, 5	1, 2, 7	Core Content and Program of Studies – All Standards	Diversity, Assessment, Literacy, Achievement Gap	1-4
Group Literature Lesson 20 points CFO: 1, 3 SLO: 1-6	1, 2, 3, 4, 6, 8, 10	Core Content and Program of Studies – All Standards	Diversity, Assessment, Literacy, Achievement Gap, Technology	1-4
Group Discussion Facilitation and Individual Reflection 20 points CFO: 1, 3 SLO: 1-6	1, 2, 3, 4, 5, 6, 7, 8	Core Content and Program of Studies – All Standards	Diversity, Assessment, Literacy, Achievement Gap	1-4
Teaching of Literature Concept Paper 15 points CFO: 1-5 SLO: 1, 2, 3	7, 9	N/A	Diversity, Assessment, Literacy, Achievement Gap	1-4
Observation Analysis 15 points CFO: 1-5 SLO: 1, 2, 3, 7	1, 2, 3, 4, 5, 8, 9	Core Content and Program of Studies – All Standards	Diversity, Assessment, Literacy, Achievement Gap, Technology	2, 3, 4

Assignment Descriptions:

Program: English/Language Arts 8-12		ENG 381
Assessment (point value)	Description	
Participation/Discussion Board (10 points)	<p>You are expected to attend every class, contribute to class discussions, and (inter)actively complete classroom activities. Although you may disagree with the views presented by your classmates at times, you are expected to be open to ideas that are new or different from what you have experienced. You may be assigned work to be completed and turned in before, during, and after class meetings. Late or incomplete assignments, tardiness, and missed classes will count against your final participation grade. If you are in danger of failing the course, I will let you know as soon as it becomes evident to me. All students are expected to adhere to the attendance policy outlined below.</p> <p>Once per week (indicated by an asterisk on the course schedule below) you will respond to an aspect of the course readings using the discussion board tool on the course's Blackboard site. Each entry should address an aspect of the reading that you found to be significant. When appropriate and relevant, entries should reference other posts by classmates and/or other readings we have encountered throughout the semester. The discussion posts will serve to spark our discussions during class meetings. Please limit your posts to 300 words or less and <u>upload your posts at least 24 hours before our class meets to discuss the assigned texts.</u></p>	
Annotated Bibliography (20 points)	<p>You will create an annotated bibliography of texts that you could use to teach a unit at your observation site. After speaking with the teacher at your field experience site and examining the appropriate state standards and the curriculum at your school site, identify a conceptual focus for the unit. In an introductory paragraph to your annotated bibliography, you will explain your conceptual focus as well as the goals and objectives that you hope your students will attain as a result of this unit. You will write overarching questions for the unit and describe the context in which the proposed unit would be implemented. You will select 5-6 texts that you could use to study your conceptual focus from multiple perspectives. Make sure that you choose texts that are open to interpretation, can be understood from multiple perspectives, and consist of multiple genres. Each annotation will consist of one APA- or MLA-style citation, a brief synopsis of the text, and a rationale for the text's selection as it relates to your conceptual focus and objectives for the unit.</p>	

	<p>Then you will write a plan in which you provide a rationale for sequencing your texts; that is, decide on the order in which these texts would be introduced and why you believe that this order would facilitate your students' learning. After selecting, annotating, and sequencing your texts, you will construct 5 interpretive questions for the unit that connect the texts to the overarching questions AND require students to draw on the texts for evidence in support of their interpretations. Further details about this assignment will be provided in class.</p>
<p>Group Literature Lesson (20 points)</p>	<p>You will be asked to draw on the strategies and techniques described in the course readings to plan, enact, and reflect on a lesson in which you work with your small group members to sequence and "scaffold" your students' learning of one of the following pieces of literature (a) <i>Speak</i>, (b) <i>The House on Mango Street</i>, or (c) <i>The Absolutely True Diary of a Part-Time Indian</i>. Depending on your group's text, you will present your literature-based lesson on either October 13th, November 3rd, or November 19th. Each member of the group must be responsible for a substantial part of the lesson plan and enactment. You will receive feedback from your classmates about this lesson. You will use that feedback to inform the group discussion facilitation that will occur during the subsequent class meeting. Further details about this assignment will be provided in class.</p>
<p>Group Discussion Facilitation and Individual Reflection (20 points)</p>	<p>You will work with your small group to design and lead an inquiry-based discussion based on one of the young adult texts listed in the readings. Your discussion will follow on the heels of your small group's literature lesson that will have taken place during the previous class meeting. During your discussion facilitation, you will facilitate the flow of discussion by developing a series of interpretive questions for exploring the text for the entire class period. After leading the discussion, I will ask you to complete a reflection based on your experience. In this 1-2 page reflection, you should address the following: (a) What did you notice about your students' responses to your questions during the discussion? (b) What did you notice about the way in which your students interacted with each other during the discussion? (c) What moment stood out to you as an example of how discussion can facilitate learning about literature? Describe the series of "moves" that led you to this conclusion. (d) Were there any moments during the discussion in which you wish you had reacted differently than the way you ultimately reacted? Why? How would a different reaction have resulted in a different learning opportunity for your students?</p>

	<p>How were you able to use the feedback from your students on the previous class day to structure and facilitate the inquiry-based discussion? This reflection should be handed in at the beginning of the next class meeting after your discussion facilitation takes place. Further details about this assignment will be provided in class.</p>
<p>Teaching of Literature Concept Paper (15 points)</p>	<p>As a culminating project for this course, you will write a 4-6 page paper based on your field experience, readings, personal experiences, and what you have learned in this course to articulate your current thoughts about teaching literature in the secondary school. Your observations at your field site should provide a rich source of information for you as you consider the approaches to <i>teaching</i> literature described in the course readings and the ways in which adolescents <i>learn</i> literature in an actual classroom. Please finalize a focus for your analysis by 10/04/10. Write a one-page proposal in which you outline your ideas for this paper. You will meet with me on October 4th to discuss your proposal and paper topic. The paper will be due on the last instructional day, 12/08/10.</p>
<p>Observation Analysis (15 points)</p>	<p>You will be asked to observe for a total of 10 hours in a middle or secondary English Language Arts classroom. The coordinator of field placement will inform me of your placement early in the semester. Near the end of the semester, I will ask you to formally reflect on the role of questions, answers, and discussion as they relate to literature instruction within the classrooms you observed. You will be asked to situate your analysis of classroom observations within the course's readings. That is, to what extent did interactions in your classrooms reflect/contradict/extend the ideas encountered in the texts we read for this course? What evidence do you have to support whatever claim you ultimately make? How will this inform your own teaching of literature? In the form of an oral presentation, you will share your findings with the rest of the class on 12/06/10 or 12/08/10. Further details about this assignment will be provided in class.</p>

Course Format and Pedagogy:

Our class sessions will be guided by six pedagogical (teaching) “tools”:

Modeling: Throughout the course, I will model current “best practices” in teaching literature in secondary schools. This will usually require that you position yourself as students of language and literature and engage in an active and interactive learning task.

Step Backs: Often after I have modeled an aspect of teaching literature, we will reflect on that experience. You will be asked to “step back” and think about and reflect on the experience as a student, a prospective teacher, and a curriculum designer. The goal is to make my pedagogical logic, choices, and “moves” visible and to consider those choices through multiple perspectives.

Shared Inquiry: All of our discussions will be based on the view that learning is a social process and that sharing multiple perspectives leads to better learning. As a whole class and in small groups, we will often discuss the readings and class activities through open-ended questions that have no “right” answer.

Quickwrites: Some days, class will begin with a quickwrite that asks you to spend 5-10 minutes writing on a question connected to the day’s topic. Sometimes the quickwrites will be collected so that I can informally assess what you are learning and how to make my teaching more effective; other times, the quickwrites will serve as starting points for our discussions.

Readers’/Writers’ Notebooks: You will be required to bring a readers’/writers’ notebook to class each day. The readers’/writers’ notebook should be a three-ring binder with lined paper in it. It will be used for quickwrites, responses to readings, and a place to store all handouts, notes, and print copies of course readings.

Formative Assessment: I will use a variety of ways to informally assess your learning and my teaching. Often this will be done through quickwrites, but I will also use class/blackboard discussions, anonymous feedback, and short activities to assess your learning informally, that is, without evaluating you (giving you a grade).

Grading Scale:

A+ = 98-100 points

B+ = 88-89 points

C+ = 78-79 points

A = 94-97 points

B = 84-87 points

C = 74-77 points

A- = 90-93 points

B- = 80-83 points

C- = 70-73 points

D+ = 66-69 points

E = below 58 points

D = 62-65 points

D- = 58-61 points

Required Primary Readings:

Alexie, S. (2007). *The absolutely true diary of a part-time Indian*. New York: Little, Brown.

Anderson, L. H. (1999). *Speak*. New York: Penguin.

Beach, R., Appleman, D., Hynds, S., & Wilhelm, J. (2006). *Teaching literature to adolescents*. Mahwah, NJ: Lawrence Erlbaum Associates.

Cisneros, S. *The house on Mango Street*. New York: Vintage.

Holden, J. & Schmit, J. S. (2002). *Inquiry and the literary text: Constructing discussions in the English classroom*. Urbana, IL: National Council of Teachers of English.

Additional Readings: Available on Blackboard or distributed in class (to be provided):

ACT Policy Alert: <http://www.act.org/research/policymakers/alert/reading.html>

Appleman, D. (2000). *Critical encounters in high school English: Teaching literary theory to adolescents*. New York: Teachers College Press.

- Athanases, S. Z.** (2005). Performing the drama of the poem. Workshop, rehearsal, and reflection. *English Journal*, 95(1), 88-96.
- Blackburn, M. V., & Buckley, J. F.** (2005). Teaching queer-inclusive English language arts. *Journal of Adolescent & Adult Literacy*, 49(3), 202-212.
- Burke, J.** (2003). *The English teacher's companion. Second edition: A complete guide to classroom, curriculum, and the profession.* Portsmouth, NH: Heinemann.
- Common Core Standards Initiative** Presentation and Webinar: <http://www.corestandards.org/>
- Common Core Standards Initiative: English Language Arts:**
<http://www.corestandards.org/the-standards/english-language-arts-standards>
- Johannessen, L. R. (2003). Strategies for initiating authentic discussion. *English Journal*, 93(1), 73-79.
- KDE Standards Document:** <http://www.education.ky.gov/KDE/>
- McBroom, G.** (1981). Young adult literature: Research: Our defense begins here. *English Journal*, 70(6), 75-78.
- Metzger, M. J.** (2004). *Shakespeare without fear: Teaching for understanding.* Portsmouth, NH: Heinemann.
- Milburn, M.** (2001). Lighting the flame: Teaching high school students to love, not loathe literature. *English Journal*, 91(2), 90-95.
- Moore, J. N.** (2002). Practicing poetry: Teaching to learn and learning to teach. *English Journal*, 91(3), 44-50.
- NCTE/IRA** (1996). *Standards for the English language arts.* Newark, DE & Urbana, IL: International Reading Association & National Council of Teachers of English.
- Porter-O'Donnell, C.** (2004). Beyond the yellow highlighter: Teaching annotation skills to improve reading comprehension. *English Journal*, 93(5), 82-89.
- Robbins, B.** (2005). Using the original approach to teach Shakespeare. *English Journal*, 95(1), 65-68.
- Small, R. C.** (2000). Connecting students and literature: What do teachers do and why do they do it? In N. J. Karolides, (Ed.), *Reader response in secondary and college classrooms. Second edition.* Mahwah, NJ: Lawrence Erlbaum.
- Thein, A. H., Beach, R., & Parks, D.** (2007). Perspective-taking as transformative practice in teaching multicultural literature to white students. *English Journal*, 97(2), 54-60.

Required and Recommended Resources:

All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by the beginning of the third week of class. Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at tk20help@moreheadstate.edu .)

A Reader's/Writer's Notebook that is brought to each class session.

An MSU email account: Check this regularly or have your MSU emails forwarded to your preferred account. I will use this email address for all class communication purposes.

Recommended: An NCTE student membership (\$20) and free subscription to the weekly NCTE email *Inbox: News, Views, and Ideas You Can Use!* (subscribe at: www.ncte.org/member).

Recommended: Subscribe to one of three professional journals in English education: *English Journal* (\$12.50 annual subscription), *Language Arts* (\$12.50 annual subscription), or *Voices from the Middle* (\$10.00 annual subscription).

Other Resources:

Kentucky Education Association (KEA): www.kea.org

KY Department of Education: <http://www.education.ky.gov/KDE/>

National Council of Teachers of English: <http://www.ncte.org>

The English Teacher's Companion: <http://www.englishcompanion.com>

KDE Core Content for Assessment:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/>

KDE Program of Studies:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies/>

KDE Attributes of a Standards Based Unit of Study:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Connecting+Curriculum+Instruction+and+Assessment/Attributes+of+a+Standards+Based+Unit+of+Study.htm>

KDE Connecting Curriculum, Instruction, and Assessment:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Connecting+Curriculum+Instruction+and+Assessment/>

Course Evaluation:

Class Participation/Discussion Board	10 %
Annotated Bibliography	20 %
Group Literature Lesson	20 %
Group Discussion Facilitation and Individual Reflection	20 %
Teaching of Literature Concept Paper	15 %
Observation Analysis	15%

Attendance Policy:

1) You are permitted THREE EXCUSED ABSENCES in this course. An excused absence means that you have communicated with your instructor that you will miss or have missed a class and have the necessary documentation to allow me to make a decision on whether the absence is excused or unexcused. It is NOT up to you to decide whether your absence is excused and simply telling me that you will miss a class does not excuse you from the class. You must receive verbal or written confirmation from me that your absence has been excused. The two excused absences will not have an impact on your final course grade. You are, however, responsible for finding out what you missed from other students in the class and lack of knowledge about course content because of an absence is not excusable or reasonable for a student in this course. If you do not receive confirmation from me that your absence is excused, you may assume that your absence is unexcused and will have an impact on your course grade (see #2).

2) Beyond the three excused absences, additional absences will result in the lowering of your final course grade by one letter grade for every unexcused absence. The expectation is that you will do exemplary work in all your courses. A QPA of 4.00 should not be an unreasonable expectation for you. In the future, you will be seeking strong letters of recommendation for positions and mediocre work in courses does not permit me to recommend you highly with no reservation.

3) During the course of the semester, it is also possible that absence from class is required beyond the reasonable three-absence policy. In these cases, the absence must be excused by me, must be documented, and will be given for only extenuating circumstances such as death in the family or serious illness that requires medication and/or hospitalization (headaches, a slight cold, or fatigue do not count as serious illnesses). Excused absences will not be given for cars breaking down, traffic congestion, doctor or dentist appointments, a planned vacation, or delays at your school observation site. We all learn, teach and/or work in schools, have family responsibilities, and deal with transportation issues. These matters must be planned for in advance so they do not interfere with your responsibilities as a student in this class. An excused absence beyond the first three excused absences will not result in a lower grade if all work due or assigned for the class is completed.

4) Coming to class late (i.e., after roll has been called) three times is equivalent to one unexcused absence in the above outlined policy.

Late Work: All assignments are due at the beginning of class on the date listed on the course schedule (see below). Late work will be assessed a penalty of 3 (three) course points per late day.

Academic Honesty:

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://moreheadst.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Other Information and Guidelines:

Please actively read all of the course assignments. This includes annotating your readings, making notes about the main ideas and questions you have about the readings, connecting the reading your own experiences, and coming to class prepared to discuss ideas in the reading.

All of the writing assignments for this course must be word processed in 12 point font with one inch margins. This should produce between 250 and 300 words per page. Proficiency with the convention of Academic Written English must be demonstrated as part of the professional competence of all prospective teachers of English.

All cell phones must be placed in the “off” position during class meetings. Texting and using your cell phone during class will result in my marking you “absent” for the class on that day.

Most assignments will be returned to you within a week and include written feedback and a grade.

Please discuss assignments, topics, excused absences from class, and your grade with me in person during my scheduled office hours, by appointment, or before/after class. If that is not possible, you can email me and expect that I will respond to your email within 24 hours Monday through Friday. Over the weekend, however, I usually do not check email.