

SYLLABUS

Course title and number ENG 455, Section 1
Term (e.g., Fall 200X) Fall 2018
Meeting times and location Tuesday 6-9 PM

INSTRUCTOR INFORMATION

Name Dr. Gabriel Scala
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Email address gscala@deltastate.edu
Office hours MWF 11-1 PM, T 5:00-6:00 PM. and by appointment
Office location Kethley Hall 258

TEXTBOOK AND/OR RESOURCE MATERIAL

Required Texts:

Appleman, Deborah. *Teaching Literary Theory to Adolescents*, 3rd ed. Teachers College Press, 2015.

Beers, Kylene. *When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12*. Portsmouth, NH: Heinemann, 2002.

Gallagher, Kelly. *Readicide: How Schools Are Killing Reading and What You Can Do About It*. Stenhouse Publishers, 2009. ISBN: 978-1571107800

[RECOMMENDED] Maxwell, Rhoda S., Mary Meiser, Katherine S. McKnight. *Teaching English in Middle and Secondary Schools* (5th ed.). Pearson, 2011.

Moss, Barbara, Diane Lapp, Maria Grant, and Kelly Johnson. *A Close Look at Close Reading: Teaching Students to Analyze Complex Texts, Grades 6-12*. Alexandria, VA: Association for Supervision and Curriculum Development, 2015.

Smith, Michael & Jeffrey Wilhelm. *Reading Don't Fix No Chevys: Literacy in the Lives of Young Men*. Heinemann, 2002. ISBN: 978-0867095098

Provided YA Lit Texts:

Alexi, Sherman. *The Absolutely True Diary of a Part-Time Indian*. Little, Brown Books for Young Readers, 2009. ISBN: 978-0316013697

Crowe, Chris. *Mississippi Trial, 1955*. Speak, 2003. ISBN: 978-0142501924

Green, John. *Looking for Alaska*. Speak, 2006. ISBN: 978-0142402511

Murakami, Haruki. *The Wind-Up Bird Chronicle: A Novel*. Vintage, 1998. ISBN: 978-0679775439

Nazario, Sonia. *Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother*. Random House, 2007. ISBN: 978-0812971781

O'Brien, Tim. *The Things They Carried*. Mariner Books, 2009. ISBN: 978-0544309766

Orwell, George. *Animal Farm*. Signet, 1996. ISBN: 0451526341

Satrapi, Marjane. *The Complete Persepolis*. Pantheon Graphic Novels, 2007. ISBN: 978-0375714832

Spiegelman, Art. *Maus: A Survivor's Tale. I. My Father Bleeds History. II. And Here My Troubles Began.* Pantheon, 1993. ISBN: 978-0679748403
Thomas, Angie. *The Hate You Give.* Balzer + Bray, 2017. ISBN: 978-0062498533
Westerfield, Scott. *Uglies.* Simon Pulse, 2011. ISBN: 978-1442419810
Whelan, Gloria. *Homeless Bird.* HarperCollins, 2001. ISBN: 978-0064408196
Zusak, Markus. *The Book Thief.* Alfred A. Knopf, 2007. ISBN: 978-0375842207

COURSE DESCRIPTION AND PREREQUISITES

ENG 455, Methods of Teaching Literature: Subject matter and methods of instruction for literature. Emphasis on age-appropriate text selection, various teaching methods to include lecture, small group discussion, whole class discussion, and reading groups. Special focus on young adult literature, Shakespeare, and surveys of American and British literature. **3 CR; Prerequisites: Two survey of literature courses to be taken from ENG 206, 309, 310, 312, 313. To be taken concurrently with ENG 435 / 436 Shakespeare.**

LEARNING OUTCOMES AND OBJECTIVES

The student will:

Demonstrate knowledge of methods of teaching literature

- Objective 1: Students will select age-appropriate texts for two one-week unit plans
- Objective 2: Students will construct lessons with all required elements to include instructional goals and objectives, alignment with state standards, procedures, resources, plan for differentiation, and assessments
- Objective 3: Students will demonstrate knowledge of a variety of teaching strategies to include lecture, small group discussion, whole class discussion, and reading groups.

Demonstrate an ability to select text-specific teaching strategies

- Objective 1: Students will develop plans for teaching a variety of texts including YA Lit, Shakespearean plays, excerpted material in anthologies (for survey classes) and digital texts
- Objective 2: Students will defend their teaching strategy selections in a reflection essay

Develop as professional educators-in-training

- Objective 1: Students will write or revise a philosophy statement on the teaching of literature
- Objective 2: Students will align their plans with Mississippi's College and Career Readiness Standards for ELA 7-12

Demonstrate knowledge of the current research on reading and learning

- Objective 1: Students will read a chosen text in an area of reading and write a formal review
- Objective 2: Students will identify, select, read, and present a minimum of two articles dealing with any area of teaching literature in the ELA classroom

Identify and present areas of pedagogical and scholarly interest

- Objective 1: Students will develop an annotated bibliography with a minimum of 5 entries of scholarship they have read and presented to the class
- Objective 2: Students will reflect on their own research and scholarship goals as young educators

GRADING POLICIES

Major Projects:

The major course assignments will include:

1. Weekly **Online Discussions** with the English Companion and/or Goodreads community;
2. Building a **Multimedia Text Set** for a middle grades thematic unit;
3. Creating an **Annotated Bibliography** of all materials assigned;
4. Writing a **Book Review** of one critical pedagogical text;
5. Creating a **Two-Week Unit Plan (TIAI)** for grades 9-12.

In addition, you will create or add to an existing **Digital Portfolio** with the following sections: resume, philosophy, units & lessons, and scholarship.

Incomplete Grading: The letter I indicates that work is incomplete due to providential causes that kept the student from taking the final examination. A grade of I must be removed within twelve months or the I will automatically become an F. A grade of NS will be assigned to courses for which a student registers but fails to attend any class meetings. For more information:

<http://www.deltastate.edu/policies/policy/university-policies/academics-students/grades-and-credits/>.

Withdrawing from the Course: The last day to withdraw from class and receive a grade of “W” is **November 30**. Students who need to drop or add a course after the open drop/add period should contact their academic dean's office for information on how to submit their request. In most cases students who need to drop a class will need to complete a Drop Request form

(http://www.deltastate.edu/PDFFiles/univ_relations_PDF/Registrar/drop%20form.pdf), which is then processed in the academic dean's office or in the student's major department. Other types of drop requests and all requests to add a course must be submitted to the Office of the Registrar for processing. Go here for more information: <http://www.deltastate.edu/academic-affairs/registrars-office/>.

Letter Grade/Point Scale for ENG 455: Your final grade in English 455 will be based on the following grade scale. Each assignment will be weighted based on the following percentages:

A = 100-90;	Professional Development: Discussions, Portfolio	30%
B = 89-80;	Scholarship: Annotated Bibliography, Book Review	30%
C = 79-70;	Planning & Instruction: Multimedia Text Set, TIAI	30%
D = 69-60;	Homework / Participation / Attendance	10%
F = 59 and below		

Late Work:

All work must be turned in on time and during class. **I will not accept late work unless you have made a personal arrangement with me in advance. Work turned in to my mailbox, submitted on Canvas, or emailed after the due date will not be accepted.** If you are unable to turn in an assignment for emergency reasons, please inform me personally as soon as possible. The decision of whether I accept late work, regardless of excuse, is solely mine.

Attendance Policy: see policies in general: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/> and as announced by instructor.

Daily attendance is required for this course. **More than three absences will result in your final grade being lowered by one letter. More than five absences is cause for failure in the course.** If you are absent from class, it is expected that you will obtain the information you missed from your classmates.

Academic Honesty:

Delta State University expects all students to adhere to the highest moral academic standards. Unethical and dishonest behavior will not be tolerated and could invoke severe penalties. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and/or any misuse of

university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document. **The penalty for plagiarism in this course is automatic failure in the course.** For more information: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>.

OTHER PERTINENT COURSE INFORMATION

Library and Writing Center Resources at DSU:

The Roberts LaForge Library has a wealth of resources available to students. Please take some time to familiarize yourself with the resources available at the following links:

- <http://www.deltastate.edu/library/>
- <http://www.deltastate.edu/library/home-page/databaselinks/>
- <http://libguides.deltastate.edu/c.php?g=156891>

The Writing Center is located on the second floor of Kethley Hall (Room 201) and offers help to a wide range of writers, from freshman to graduate students to members of faculty and community. Their services include individual assistance at all stages of the writing process, including brainstorming, discovering a thesis, organizing and developing an argument, sentence structure, documentation style, and resumes and letters of application. Visit the Writing Center's website for more information: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>. To schedule an appointment with a writing consultant, please call 846-4088. In addition, there is an English assistant available in the Academic Support Lab on the third floor of the H.L. Nowell Union, room 311 for tutoring. To schedule a tutoring appointment, please call 846-4654.

Americans with Disabilities Act (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Richard Houston in Disability Services, which is located in the Counseling Center, O.W. Reily Health Center or call 662-846-4690. For additional information visit <http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>.

COURSE TOPICS, CALENDAR OF ACTIVITIES, MAJOR ASSIGNMENT DATES

Daily Syllabus:

Keep in mind that this is a tentative schedule, subject to change at my discretion should the need arise. This provides an outline for the direction of the course—for the most current changes and information, please check the announcements on the ecampus course platform via Canvas.

IMPORTANT DATES

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|------------------|------------------------------------|
| • August 21 | First day of class |
| • September 4 | Grades of W or F go into effect |
| • October 16 | Mid-semester grades reported |
| • November 19-23 | Thanksgiving Holiday – No Classes |
| • November 30 | Last day to withdraw from a course |
| • December 3-6 | Exams |

WEEK 1 : AN INTRODUCTION TO TEACHING LITERATURE

Tuesday, August 21

In Class: Introduction to the class and all major assignments. Introduction to Wordpress portfolio project. Q&A.

Homework: Read Maxwell, Rhoda S., et. al. (2011). *Teaching English in Middle and Secondary Schools*: Ch. 1. Becoming an English Teacher and Ch. 2. The Theoretical and Pedagogical Foundations of Teaching English. Respond to the discussion online.

Begin Outside Reading #1 – Annotation in annotated bib due by Week 5. **This is Option 1 of 3 for the Book Review Assignment:** Beers, Kyleene. *When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12*. Portsmouth, NH: Heinemann, 2002.

WEEK 2: TEXT SELECTION AND CLOSE READING

Tuesday, August 28

In Class: Class discussion of Maxwell reading. Introduction to text selection and teaching close reading.

Homework: Read Maxwell, Rhoda S., et. al. (2011). *Teaching English in Middle and Secondary Schools*: Ch. 7. Selecting Literature: YA Lit, Lit Surveys, Major Authors.

Read Moss, Barbara, et. al. (2015). *A Close Look at Close Reading: Teaching Students to Analyze Complex Texts, Grades 6-12*: Ch. 1. Understanding and Evaluating Text Complexity and Ch. 2. Understanding the Role of the Close Reader. Respond to the discussion online.

WEEK 3: TEACHING LITERATURE / PLANNING & ASSESSMENT

Tuesday, September 4

In Class: Class discussion of Maxwell and Moss readings. Introduction to planning and assessment.

Homework: Read Maxwell, Rhoda S., et. al. (2011). *Teaching English in Middle and Secondary Schools*: Ch. 8. Teaching Literature and Ch. 10. Evaluating English Language Arts.

Read Moss, Barbara, et. al. (2015). *A Close Look at Close Reading: Teaching Students to Analyze Complex Texts, Grades 6-12*: Ch. 3. Planning, Teaching and Managing Close Reading and Ch. 6. Assessing to Support Meaning Making During Close Reading. Respond to the discussion online.

WEEK 4: UNIT PLANNING / THEORY & PRACTICE WITH YA LIT

Tuesday, September 11

In Class: Class discussion of Maxwell and Moss readings. Introduction to multimedia text set assignment. Select YA Lit text and theme for the development of middle grades multimedia text set.

Homework: Read Maxwell, Rhoda S., et. al. (2011). *Teaching English in Middle and Secondary Schools* Ch. 11. Developing Units; respond to the discussion online. First annotated bibliography entry is DUE next week.

Review the state standards for your selected grade level (grade 7 or 8), select a minimum of three texts from multiple genres – including your YA lit selection, a selection of related nonfiction, and one additional text that connects to the unit - and create a multimedia text set. You must include the three print texts as well as five additional texts from other disciplines or areas such as: newspaper articles, websites, blogs, film/video, music, magazines, etc. The final Multimedia Text Set will be due at the end of the semester and must include a reflection essay justifying your text selections.

TRADITIONAL APPROACHES TO LITERATURE – LOOKING THROUGH CRITICAL LENSES

WEEK 5: AN INTRODUCTION TO LITERARY THEORY

Tuesday, September 18 – Outside Reading #1 DUE / Book Review for Beers DUE

In Class: Class discussion and Q&A session on multimedia text set assignment. Class discussion of Beers' *When Kids Can't Read*. Introduction to teaching critical lenses in grades 9-12.

Homework: Read Appleman, Deborah (2015). *Teaching Literary Theory to Adolescents*: Ch. 1 – What We Teach and Why: Contemporary Literary Theory and Adolescents; Ch. 2 – Prisms of Possibilities: Introducing Multiple Perspectives; and Ch. 9 – Lenses and Learning Styles: Accommodating Student Plurality with Theoretical Plurality. Respond to the discussion online.

Begin Outside Reading #2 – Annotation in annotated bib due by Week 10. **This is Option 2 of 3 for the Book Review Assignment:** Gallagher, Kelly. *Readicide: How Schools Are Killing Reading and What You Can Do About It*. Stenhouse Publishers, 2009. ISBN: 978-1571107800

WEEK 6: READER RESPONSE, CLASS, AND GENDER IN SHAKESPEARE

Tuesday, September 25

In Class: Class discussion of Appleman reading. Introduction to three approaches to Shakespeare.

Homework: Read Appleman, Deborah (2015). *Teaching Literary Theory to Adolescents*: Ch. 3. The Lens of Reader Response; Ch. 4 – What's Class Got to Do With It; and Ch. 5 – The Social Construction of Gender. Respond to the discussion online.

WEEK 7: POSTCOLONIALISM, HISTORICISM, & DECONSTRUCTION IN THE AMERICAN, BRITISH, WORLD, & AFRICAN AMERICAN LITERATURE SURVEY

Tuesday, October 2

In Class: Class discussion of Appleman reading. Introduction to three approaches to the literature survey class.

Homework: Read Appleman, Deborah (2015). *Teaching Literary Theory to Adolescents*: Ch. 6 – Columbus Did What? Postcolonialism in the Literature Classroom; Ch. 7 – The Past Is Always New: Reading with New Historicism; and Ch. 8 – Deconstruction: Postmodern Theory and the Postmodern High School Student. Respond to the discussion online.

WEEK 8: TEXT SELECTION, PLANNING & ASSESSMENT

Tuesday, October 9

In Class: Class discussion of Appleman reading. Introduction to TIAI two-week unit plan assignment.

Homework: Review the state standards for your selected grade level (9-12), select one major literature selection, and create a two-week unit using one of the six critical approaches outlined in our reading. At least one of your ten lessons must include instruction in close reading. Include a title, brief overview, learning objectives aligned with state standards, expected challenges, materials, instructional sequence, and assessment. Include a plan for differentiated instruction. The final Literature Unit Plan will be due at the end of the semester. One mini-lesson presentation will be due in weeks 12 and 13.

WEEKS 9 & 10: LITERATURE UNIT PRESENTATIONS

Tuesday, October 16

In Class: Small group workshop on TIAI and Q&A session.

Homework: Continue working on your unit plan. Have one mini lesson from your unit prepared for presentation (discussion) to the class next week. Your mini lesson plan should include the introduction of

new content, a practice activity, and a formative assessment. Second annotated bibliography entry DUE next week.

Tuesday, October 23 – Outside Reading #2 DUE / Book Review for Gallagher DUE

In Class: Student presentations of mini-lessons with discussion and critique. Discussion of Gallagher's *Readicide*.

Homework: Continue working on your unit plan. Be prepared to discuss your text selection and at least one major assignment and your plans for assessment in class next week. Begin Outside Reading #3 – Annotation in annotated bib due by Week 15. **This is Option 3 of 3 for the Book Review**

Assignment: Smith, Michael & Jeffrey Wilhelm. *Reading Don't Fix No Chevys: Literacy in the Lives of Young Men*. Heinemann, 2002. ISBN: 978-0867095098

WEEK 11: PLANNING, & ASSESSMENT

Tuesday, October 30

In Class: Student presentations of unit plan progress: major assignment, and assessment. Discussion and critique. Sign up for mini lesson teaching day.

Homework: Continue working on your unit plan. Be prepared to teach a 20-minute lesson from your unit in class next week. You should have all materials prepared for your lesson including any handouts, presentation materials, assessment materials, etc.

WEEKS 12 & 13: LITERATURE UNIT MINI LESSON PRESENTATIONS

Tuesday, November 6

In Class: Student teaching of mini-lessons with discussion and critique.

Homework: Reflect on your evolving beliefs about the teaching and learning of literature and begin to draft a philosophy statement. As you wrap up your reading of our third required text this semester, also begin to reflect on your research goals as they pertain to the teaching and learning of reading and/or literature. Your teaching philosophy should be posted in your digital portfolio under "Planning and Instruction," and your research goals statement should be posted in the "Scholarship" section of your portfolio. Due December 3.

Tuesday, November 13

In Class: Student teaching of mini-lessons with discussion and critique.

Homework: Continue to work on your philosophy of teaching and learning as it relates to literary study. Read Maxwell, Rhoda S., et. al. (2011). *Teaching English in Middle and Secondary Schools*: Ch. 12 – Your Starting Role: Student Teaching and Beyond. Respond to the discussion online.

WEEK 14: THANKSGIVING BREAK – NO CLASSES

WEEK 15: LITERARY PEDAGOGY PHILOSOPHY & PORTFOLIO BUILDING

Tuesday, November 27 – Outside Reading #3 DUE / Book Review for Smith & Jeffrey DUE

In Class: Class discussion of Maxwell reading. Small group workshop of teaching philosophies; portfolio skills workshop (as needed); whole class discussion of research goals; Q&A; wrap up.

Homework: Finalize your two-week unit plan and add it and your annotated bibliography, teaching philosophy, research goals statement, and multimedia text set to your digital portfolio. All work is due by Friday, November 30. Portfolio presentations will be due during finals week.

WEEK 16: EXAM WEEK

Monday, December 3-6 – Wrap up of student presentations of digital portfolio projects and class celebration.