

ENGLISH 311: TEACHING LITERATURE TO ADOLESCENTS

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231 LHH (331-8573)
Office hours: MW 1:00-3:00 or by appt.
<http://secondaryworlds.com>

Required Texts

Angelou, Maya. *I Know Why the Caged Bird Sings*.

Cisneros, Sandra. *The House on Mango Street*.

Steinbeck, John. *Of Mice and Men*.

Rozema and Webb. *Literature and the Web: Reading and Responding with New Technologies*.

Wilhelm, Jeffrey D. *You Gotta Be the Book: Teaching Engaged and Reflective Reading with Adolescents*.

Independent Reading Texts

Three works of YA literature for literature circles, wiki reviews, and podcast.

Course Overview

English 311 introduces to students the important classic and contemporary materials (including works by women and writers of color and/or ethnic diversity), teaching strategies, issues, and research related to adolescent literature as well as the criteria for guiding the reading of adolescents. In my 311 course, we will spend time examining theoretical approaches to literary reading, considering the role of young adult literature within the secondary canon, looking at censorship in schools, practicing effective methods of teaching literature, and developing two-week unit plans based on best practice principles. And all the while, we will learn how to integrate new technologies in the English language arts curriculum.

Teaching Philosophy and Classroom Policies

I believe that a student-centered classroom is the most effective learning environment. This means our class will depend on your ideas and input, in group discussions and other collaborative activities. Consequently, your attendance, preparation, and participation are especially important. While I encourage you to attend every class, you may miss one without penalty. Additional absences will harm your grade, except when circumstances are beyond your control, as in family tragedy or serious illness. Missing four or more meetings may result in failing this class.

I also believe that the best way to measure student learning is through authentic assessment. Since you are heading into the English teaching profession, it makes sense to spend time developing skills you will need in your future career. A significant part of your grade will therefore depend on activities that real-world middle and high school teachers perform every day. Like professional teachers, you will need to be creative, work hard, and meet deadlines. Late work will not receive full credit. Please submit all work electronically to rozemar@gvsu.edu.

If there is any student in this class who has special needs because of a learning, physical or other disability, please contact Disability Support Services (200 Student Services Building) at 331-2490.

Course Calendar

5/10 M Getting Started

Course introduction
Form literature circles
Introduce technology

5/12 W Reader Response

Wilhelm, Introduction, Ch. 1-3
Steinbeck, Ch. 1-3

5/17 M Reader Response

Wilhelm, Ch. 4-6
Steinbeck Ch. 4-6

5/19 W Reader Response

Literature circle 1
Wiki review 1 due
Rozema and Webb, Intro, Ch. 3-4
Introduce podcast

5/24 M The Canon

Angelou, Ch. 1-20
Brinkley, Ch. 1-2 (e-reserve)

5/26 W The Canon

Angelou, Ch. 20-36
Walker (e-reserve)

Memorial Day

6/2 W The Canon

Applebee, *A Study of High School Literature Anthologies* (online)
Jago (e-reserve)
Prose (e-reserve)
Rozema and Webb, Ch. 1

6/7 M The Canon

Literature circle 2
Wiki review 2 due
Smagorinsky, Ch. 8-11 (e-reserve)
Introduce conceptual unit

6/9 W Writing and Literature

Cisneros (all)
Our House on Mango Street (online)
Rozema and Webb, Ch. 2

6/14 M Teaching Shakespeare

Macbeth (online)

6/16 W Leading Discussions

Podcast due
Good and Brophy (e-reserve)
Rozema and Webb, Ch. 2
Workshop time

6/21 Conceptual Units Due

Submit hard copy
Submit zip file to MCTE archive
Rozema and Webb, Ch. 5 and Appendix

6/23 12:00-12:30

No final exam | Return all

1. Wiki Reviews (20%)

A wiki is a collaborative writing tool that makes it easy to create web sites. For this assignment, your literature circle group will write reviews of two YA novels you read and publish then on our class wiki (<http://yareviews.wikispaces.com>). Each review must contain an image of the cover, links to additional resources on the author or text (including audio and video if possible), and an in-depth (minimum 500 words) treatment of the text, written collaboratively by your group members and utilizing key quotations from the novel. No repeats, please. More details on this assignment will follow.

2. Podcast (20%)

A podcast is an audio recording that is delivered over the web and transferred to a portable player such as an iPod. If you choose this option, you will create podcast on one of the YA novels you read this semester. Think of your podcast as a book talk in audio form: its main objective is to interest the audience-in this case, secondary students-in reading a particular book. It should include an engaging opener, key excerpts of the text, and basic information, like the author and the title. No repeats, please. More details on this assignment will follow.

3. Literature Circles (10%)

Throughout this semester, your book group will read three YA novels, meeting during the indicated class periods to discuss the books. Beyond introducing you to YA literature, this assignment aims to familiarize you with the practice of literature circles, a commonly used method in the English language arts classroom.

4. Conceptual Unit (40%)

The cumulative project of the semester will be to create a unit plan for use in your future classroom. The conceptual unit should be thematically focused on an idea or series ideas that you hope to teach. It should include at least ten lesson plans and all additional material, such as handouts, notes, discussion questions, etc. Each lesson plan should follow a consistent format. More details about this project will follow.

5. Participation (10%)

I look forward to your enthusiastic participation in large and small group discussions and activities. You may miss one class this semester without penalty, and missing four or more may result in failing this course.