ENGL 4020 – Methods of Teaching Literature (CN 24924)
3.0 Semester credit hours
Course Syllabus
Spring 2013

Class Times
Monday and Wednesday - 3:35 P.M. – 4:50 P.M.

Classroom
Clayton Hall T-217.

Instructor
Dr. Amy Sanford
Assistant Professor
Department of English

Instructor Contact Information
Office: Arts and Sciences G-210B
Phone: 678-466-4807
Fax: 678-466-4899
Email: AmySanford@mail.clayton.edu
Internet: http://faculty.clayton.edu/asanford

Office Hours
Monday and Wednesday 10:00 A.M. - 12:00 P.M. and 2:15 P.M. – 3:15 P.M.

Communication
I will use your CSU email account and GaVIEW Desire2Learn as my primary means of communication with you. CHECK CSU E-MAIL DAILY FOR INFORMATION AND ANY NECESSARY SCHEDULE AND/ OR ASSIGNMENT CHANGES. Not checking your email is not an excuse for not knowing information I email to you. Please email me from your CSU account only; I will not reply to emails sent from outside accounts.

Course Description:
Catalog Description: Credit 3 hours
This course prepares English Education majors in the theory and practice of teaching literature in secondary schools. The class will emphasize planning, selecting, and evaluating instructional materials for grades six through twelve. Students will develop lessons and units to become effective teachers of literature at the secondary level. Significant field experiences will include educational interactions with students.
Prerequisite(s):

ENGL 1102 (C) and [ENGL 2111 (C), ENGL 2112 (C), ENGL 2121 (C), ENGL 2122 (C), ENGL 2131 (C), or ENGL 2132 (C)].

Required Texts for Spring 2013

- Selected works of poetry, expository writing, short stories, dramas, and novels.

Other required readings from professional journals, such as English Journal, will be available via links in Desire2Learn and/or email. Bring readings to class on the day for which they are assigned.

Teacher Education Policy: The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/professional education associations. Please refer to the course correlation matrices located at the following web site: http://www.clayton.edu/arts-sciences/teachered/standardsoutcomes

Conceptual Framework:
The mission of the Teacher Education Unit is to prepare professional educators who engage in reflective practice and who are competent, caring, committed, collaborative, culturally responsive, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, follow the link below.

Outcomes

Program Outcomes:

- Analyze and evaluate texts that reflect diverse genres, time periods, and cultures.
- Analyze the ways in which language and literature are related to class, culture, ethnicity, gender, histories, race, and sexuality.
- Interpret texts from various perspectives by using close readings supported by textual evidence, and informed by critical theory.
- Produce a variety of materials, including oral presentations, for a range of rhetorical contexts.
- Conduct effective research and writing as it relates to the field of English studies, by using a variety of technological and information sources.

**Course Outcomes:** As a result of this course, students should:
- Be familiar with representative works of major writers.
- Be equipped with critical criteria and theories for interpreting literature.
- Be able to place this literature in a historical, literary, and social framework.
- Be able to develop appropriate methods of teaching and assessing literature.

**Course Goals:**
*The student will:*
- Analyze the relationship of English language arts to other disciplines and to the broader exploration of the human condition.
- Read and interpret literature and determine methods and strategies for teaching that literature.
- Examine the Standards for the English Language Arts developed by the National Council of Teachers of English and the International Reading Association and the Academic Content Standards and develop practical applications of these standards in action.
- Explore issues of multicultural diversity, gender, exceptionality, and at-risk students in curriculum development.
- Identify current trends and research in teaching English, including the writing process, technology, and reader response.
- Determine appropriate and effective methods of assessment that determine student understanding and provide instructional feedback or evaluation as well as appropriate intervention strategies.
- Identify and use various strategies of teaching problem solving, critical thinking, and application skills, as well as real-life contexts.
- Discover many opportunities for future professional growth including the National Council of Teachers of English, National Writing Project, and the International Reading Association.
- Select and integrate processes, attitudes, and content of the English language arts discipline appropriate for learners with a wide range of abilities, socioeconomic, and ethnic backgrounds.
- Identify instructional goals and examine methodology, strategies, and resource materials, including films and other non-print media, and instructional technology and learn how to select those materials best suited for a given teaching and learning situation.
- Model Standard English usage in all spoken and written communications.

Note: Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center Room 255, phone 678-466-5445, or email: disabilityservices@mail.clayton.edu

**Other Required Materials**
Costs for printing and photocopying multiple copies of drafts of papers
A CSU student email account that you check daily for changes, handouts, and announcements; a laptop computer (with the CSU standard software package installed, including Microsoft Office 2010 with Web Expressions). For further information on CSU's Official Notebook Computer Policy, please go to http://itpchoice.clayton.edu/policy.htm.
Daily, reliable Internet access for Desire2Learn.

Computer Requirement:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy.

Software Requirement:

To properly access the course content you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format): http://get.adobe.com/reader/
- Adobe Flash (needed to access video content): http://get.adobe.com/flashplayer/

Computer Skills Prerequisites:

- Ability to use the Windows operating system
- Ability to use Microsoft Word word processing
- Ability to send and receive email using Outlook or Outlook Express
- Ability to attach and retrieve attached files via email
- Ability to use a web browser.

In-Class Use of Notebook Computers and Electronic Devices:

Unless we are all using laptops for a specific class-based activity, laptops must be closed. Student notebook computers will sometimes be used to, access course materials, create presentations, and communicate with your instructor. All other electronic devices must be off. If you have an emergency situation that necessitates your needing access to your phone during class, please let me know before class begins.

GeorgiaVIEW Desire2Learn (Online Classroom):

On-line activity will take place in Desire2Learn, the virtual classroom for the course. The course syllabus, links to journal articles and recommended websites, and handouts for this class will housed in our class’s Desire2Learn page. You will also be required to upload papers/assignments to Desire2Learn.

You can gain access to Desire2Learn by signing on to the SWAN portal and selecting “GaVIEW” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to
provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

Course Work/Evaluation:

Below are the major assignments and grading categories for this course. I have included a brief explanation of each here. When I introduce each assignment, I will provide you with in-depth explanations and rubrics.

Standards Investigation and Presentation (5%)
In order to become familiar with the state expectations for student learning in ELA in grades 6-12, students will the Common Core Standards and the NCTE and IRA standards. The areas of investigations will include the six literacy areas – prior knowledge; reading; writing; listening/speaking; vocabulary/spelling/grammar; and media literacy. We will divide reading into reading of literature and reading of informational texts.

Contextual Factors Demographic Study of Site (5%)
Students will develop an essay that describes the contextual factors that impact the classroom or site at which they are observing. This study will help contribute to the completion of the unit required at the end of the course.

Daily Activities (15%)
Daily activities will include a variety of experiences including learning exercises and practice, discussion protocols, homework, quizzes, presentations, etc. Because this course is reading intensive, students’ reading of the required materials is essential. Students should be fully prepared for every class by reading all materials assigned and expect to participate in daily work to assess and put into practice knowledge gained from reading. Many in-class activities cannot be made up, particularly partner and group activities. Daily activities will be assessed with a √+, √, or √- to assess thoroughness of work.

Professional Journal Article Presentation (5%)
Students will be assigned a literacy topic based on NCTE’s six literacy areas (prior knowledge; reading; writing; listening/speaking; vocabulary/spelling/grammar; and media literacy) and explore recent articles from professional journals, which may include English Journal, Voices in the Middle, Reading Teachers and others approved by Dr. Sanford. Students will develop an annotated list of three articles from and present one article to the class via media. The class will determine the presentation schedule at the beginning of the semester.

Field Experience Log and Reflection Paper (Total, 15%)
Twenty-five observation hours are required of students. Students must record each field experience hour and reflect on its significance in logs, which must be brought to each class meeting to share with classmates. There will be three journal checks throughout the semester. If journal entries ARE NOT fully developed and posted, students will be deducted 3 points from the final grade in this category. A final paper reflecting on the field experience will be submitted with all notes at the end of the semester. The paper should be 2-3 pages long.

Thematic Unit Plan Outline and Related Documents (Total, 55%)
- Thematic Unit Plan Outline (10%)
- An annotated bibliography of fifteen to twenty works connecting to the unit theme. The bibliography must include a wide range of literature and genres. The list must include British, American, and world authors, works by women and authors of color as well as works written for
adolescents. The genres must span an anchor novel, drama, expository work, poetry, and short stories. (10 %)

- Assessment Pre-assessment/post-assessment of unit topics. (5 %)
- Six lesson plans that cover aspects of Best Practices in teaching of literature and include exploring prior knowledge, reading, writing, listening/speaking, vocabulary/spelling/grammar, and media literacy. Each student will present the mini-lesson for his/her assigned lesson plan, as though the class were his/her students. After, students will reflect upon his/her lesson. (30 %)
*Students are responsible for keeping electronic copies of their thematic unit plan outline and related documents to submit for their English Education content portfolio.

**Grading**
I use a 10-point grading scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F.

**Mid-term Progress Report**
Please keep up with your progress in class by recording grades you receive. On February 27th, I will provide students a midterm average based on your graded work to date. Based on this grade, which will reflect approximately 20% of course grades, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on March 1st. [Instructions for withdrawing are provided at this link.](#)

The last day to withdraw without academic accountability is Friday, March 1, 2013.

**Course Policies**

**General Policy**
Students must abide by policies in the [Clayton State University Student Handbook](#), and the [Basic Undergraduate Student Responsibilities](#).

**University Attendance Policy**
Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

**Course Attendance Policy**
I am frequently contacted by school systems to complete reference forms for former students seeking teaching positions. Regardless of the grade level or geographical location, schools always ask about teacher candidates’ attendance and punctuality. The time to begin establishing good habits and a good reputation for attendance and punctuality is now as your mindset begins its shift from student to teacher. As you set out on this journey to becoming a professional educator, you should begin to adopt the dispositions of a teacher. Teachers show up, they are on time, and they are prepared. I expect the same of you. Attendance is expected for all class periods.
Students who miss more than 20% of classes will be in danger of failing the course (more than 9 classes for MWF; 7 for TR). Because of the cumulative nature of the course material, if you miss 5 classes before the midpoint, you should consider withdrawing. You should be present and thoughtfully participating most of the class to receive credit for the class day.

Please discuss your options with me if you have extenuating circumstances, a severe illness, etc., that may prevent you from successfully completing the course. Valid excusable absences include those that can be documented (doctor’s visit or court date, for example). The teacher should always be notified in advance of an impending excused absence. Presenting the written excuse is the responsibility of the student upon return to class.

**Missed work**

Without a valid excuse, a grade of zero points will be assigned for missed work. If a valid excuse is provided, you have two days to complete a missed assignment. This policy also applies to work missed because of tardiness or leaving class early. Some daily work, particularly collaborative work, may not be made up if missed.

**Late work:** Many of the class activities we do simply cannot be “made up” since they focus on your active engagement with others’ ideas. If you miss these, you may earn a 0 that cannot be made-up. Bearing this in mind, I accept late major assignments (those listed specifically above) within four days of its being due with a letter-grade-a-day penalty. If you are absent on a day that an assignment that was announced earlier or is listed in this syllabus is due, you are still responsible for submitting that assignment regardless of your attendance.

**Submitting out-of-class work:** All out-of-class work must be submitted in Desire2Learn by the time and date indicated. Hard copies of all assignments must also be brought to class.

**Academic Dishonesty**

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. If you are not sure if you have paraphrased or cited a source properly, ask me. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described beginning on page 14 of the Student Handbook (Procedures for Adjudicating Alleged Academic Conduct Infractions).

**Disruption of the Learning Environment**

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.
A more detailed description of examples of disruptive behavior and appeal procedures is provided at:

http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf

Writing Assistance
The Writers’ Studio 224 is located in the A&S building, room 224. There you can talk with trained writing tutors about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a tutor or sign up for a regular appointment. But remember: you, not your tutor, are ultimately responsible for the quality and content of the papers you submit.

http://www.clayton.edu/arts-sciences/english/writersstudio

Operation Study
At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

The university’s weather-closing policy is available at <http://about.clayton.edu/weather.htm>. Closings are posted on the website and most major media.

Course Schedule of Readings and Assignments

*Please Note:* I will make changes to the schedule to accommodate unforeseen events and to meet the class’s educational goals more effectively. Any changes will be announced in class and/or CSU e-mail. If you miss class, you are still responsible for any changes I announce.
<table>
<thead>
<tr>
<th>Week 1: Jan. 7th and Jan. 9th</th>
<th>Topics</th>
<th>Readings and Assignments Due</th>
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<tr>
<td></td>
<td>• Introductions and syllabus</td>
<td>READ: Maxwell Ch. 1; Wilhelm, Introduction, pages 1-8</td>
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<td>• The unit plan and lesson plans</td>
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<td>• Field connections</td>
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<td>• Standards Scavenger Hunt;</td>
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<td>Becoming an English teacher:</td>
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<td>• Teacher organizations</td>
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<td>Getting started:</td>
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<td></td>
<td>• The reading/writing connection</td>
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<td>• Lesson plan presentation times and professional journal article times assigned.</td>
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<td>Week 2: Jan. 14th and Jan. 16th</td>
<td>• Choosing theme and texts for the unit</td>
<td>READ: Maxwell, Chapters 2 and 7; Olson, Chapters 1, 3, and 8; Wilhelm, Chapters 2 and 3</td>
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<td>• Site placements</td>
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<td>• Demographics of the classroom</td>
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<td>Choosing and responding to literature:</td>
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<td>• Selecting literature: Young Adult Lit; World Lit; Multicultural Lit; Women’s Lit; Classical lit; Poetry; Short Stories; Informational texts</td>
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<td>• Theoretical and pedagogical foundations of teaching literature</td>
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<td>• Reader-response</td>
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<td>• Pre-reading/reading/post-reading;</td>
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<td>• cognitive strategies: think-alouds;</td>
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<td>• metacognition.</td>
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<td>Week 3: MLK Holiday Jan. 23rd</td>
<td>Planning:</td>
<td>READ: Maxwell, Chapter 11 (subject to change)</td>
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<td>• presentations of standards</td>
<td>DUE: Standards Investigation</td>
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<td>• goals and outcomes</td>
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<td>• planning</td>
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| Week 4: Jan. 28th and Jan. 30th | • Differentiating curriculum  
• Scaffolding  
• Contextual factors  
Assessment:  
• assessing, formative and summative;  
• developing pre-tests and post-tests;  
• rubrics;  
• portfolios;  
• grading | READ: Maxwell, Chapter 10; Olson, Chapter 13. |
|---|---|---|
| Week 5: Feb. 4th and Feb. 6th | • Continued Assessment discussion:  
Prior knowledge  
• Lesson Plan #1 development. | READ: Olson, Chapter 2  
DUE: Field Experience E-Portfolio check;  
Professional journal presentations on prior knowledge; Contextual Factors/Demographic Study. |
| Week 6: Feb. 11th and Feb. 13th | • Lesson Plan 1 mini-lesson simulated teaching on prior knowledge;  
• Developing a community of learners. | READ: Olson, Chapter 4  
DUE: Presenters for Lesson Plan 1; all students turn in Lesson Plan 1. |
| Week 7: Feb. 18th and Feb. 20th | Reading literature  
• Multiple Intelligences approach;  
• efferent/aesthetic reading;  
• multicultural approaches  
Lesson Plan 2 development on reading. | READ: Maxwell, Chapter 8; Olson, Chapter 5, 7, and 8; Wilhelm, Chapters 1, 5, and 6.  
DUE: Professional journal article presentations on reading; Field Experience E-Portfolio check; Annotated Bibliography |
| Week 8: Feb. 25th and Feb. 27th | • Lesson Plan 2 mini-lesson simulated teaching on reading  
• Writing about literature;  
• process theory;  
• mini-lessons;  
• types of writing assignments; journaling; writing poetry; research papers; domain writing; project-based writing. | READ: Maxwell, Chapter 5 and 6; Olson, Chapter 6, 9, and 10.  
DUE: Presenters for Lesson Plan 2; all students turn in Lesson Plan 2. |
<p>| March 1st Mar. 2nd | Last Day to Withdraw and Receive “W” grade: |</p>
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<tr>
<th>Date</th>
<th>Lesson Plan</th>
<th>Key Points</th>
<th>Due</th>
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<tbody>
<tr>
<td>Mar. 9th</td>
<td>Spring Break (No class)</td>
<td>Lesson Plan 3 development; continued discussion on writing about literature.</td>
<td>DUE: Professional journal article presentations on writing</td>
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<td>Week 9: Mar. 11th and Mar. 13th</td>
<td>Lesson Plan 3 development; continued discussion on writing literature.</td>
<td>DUE: Professional journal article presentations on writing</td>
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<td>Week 10: Mar. 18th and Mar. 20th</td>
<td>Lesson Plan 3 mini-lesson simulated teaching on writing</td>
<td>DUE: Presenters for Lesson Plan 3; all students turn in Lesson Plan 3.</td>
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<tr>
<td>Week 11: Mar. 25th and Mar. 27th</td>
<td>Lesson Plan 4 development on listening/speaking about literature</td>
<td>READ: Wilhelm, Chapter 4 DUE: Professional journal article presentations on listening/speaking</td>
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<td>Week 12: Apr. 1st (seriously) and Apr. 3rd</td>
<td>Lesson Plan 4 mini-lesson simulated teaching on listening/speaking</td>
<td>READ: Maxwell, Chapter 3; Olson, Chapter 12; Jago, Chapter 3. DUE: Field Experience E-Portfolio check’ presenters for Lesson Plan 4; all students turn in Lesson Plan 4.</td>
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<tr>
<td>Week 13: Apr. 8th and Apr. 10th</td>
<td>Lesson Plan 5 development on developing vocabulary/spelling/grammar.</td>
<td>DUE: Professional journal article presentations on vocabulary/spelling/grammar</td>
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<td>Week 14: Apr. 15th and Apr. 17th</td>
<td>Lesson Plan 5 mini-lesson simulated teaching on vocabulary/spelling/grammar; Media literacy: ads; magazines and print media; movies; music; television; videos and DVDs; video games; Wiki; Ning; Blog;</td>
<td>READ: Maxwell, Chapter 9 and article (TBA) DUE: Presenters for Lesson Plan 5; all students turn in Lesson Plan 5. DUE: Professional journal article presentations on media literacy</td>
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<td>Week 16 April 29th</td>
<td>Topics: Overall Unit development; individual meetings with professor.</td>
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<td>Exam Period</td>
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<td>May 6th @ 5:00</td>
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