

Teaching High School Literature
ENG 537-001, Thursdays 4:45-7:30 PM, LA 526, Fall 2016
Department of English—Northern Kentucky University

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Prerequisite or Co-requisite: Admission to Teacher Education Program and EDU 311 (Admission to Secondary Field Experience); or Admission to MAT Program or MA English program; or possession of valid secondary teaching certificate.

COURSE DESCRIPTION

This course will develop your knowledge of the theories and practices of teaching high school literature. You will develop a repertoire of strategies (other than lecture) for planning and teaching engaging lessons and units in the various genres.

This class will engage you in activities to model the kinds of learning experiences that you will create for your own students. You will leave this course with principles you can apply and strategies you can implement in your clinical teaching experience and your teaching career. This class will function as a seminar. There will be collaboration, sharing of work, workshops, and participation in hands-on activities to engage you in the kinds of lessons that you will create for your own students.

The teaching experiences of the members of this class might vary broadly. Some students will be pre-service teachers (undergraduates earning BA credit & graduates earning MAT/MA credit for licensure). Some will be in-service teachers (graduate students who are certified teachers earning graduate credit for promotion in rank). Therefore, instruction will be differentiated. Therefore, we will survey major concepts and practices in literature pedagogy to provide an introduction for those with less experience and a review for those with much experience. At the same time, those with more experience will read works of scholarship in the profession, which will enable you to learn about theories that inform practices in the field of literature pedagogy.

OUTCOMES

The student will . . .

1. Be introduced to (explore) theoretical issues in literature pedagogy for secondary students;
2. Acquire a (wide) range of teaching strategies in literature that are appropriate for secondary students;
3. Develop (increased) competency in planning literary curriculum, instruction, and assessment for secondary students;
4. Develop (increased) competency in selecting texts and developing high school reading programs.

REQUIRED MATERIALS

1. *Beyond the Five-Paragraph Essay* by Kimberly Hill Campbell & Kristi Latimer. Stenhouse Publishers. ISBN: 978-1-57110-852-4
2. You will need the following six literary works: (1) *Stories* by Edgar Allan Poe, (2) *Narrative of the Life of Fredrick Douglass* by Fredrick Douglass, (3) *To Kill a Mockingbird* by Harper Lee, (4) *Go Set a Watchman* by Harper Lee, (5) *Hamlet* by William Shakespeare, and (6) *Persepolis Part I* by Marjane Satrapi.

These works are available in numerous locations: local & online booksellers, used bookstores, public libraries, and websites that offer free works in the public domain. Harper Lee is published only by HarperCollins and *Persepolis* is published only by Pantheon. For all others, get any editions you prefer.

However, one recommendation—Shakespeare: Get either the Oxford School Shakespeare edition (published by Oxford University Press) or the Folger Shakespeare edition (published by the Folger Shakespeare Library). These are perfect for high school students.

3. **Blackboard & E-mail (Required)**
NKU Email & Blackboard: We will use Blackboard weekly for lesson plans, assignments, and materials. Announcements will be sent to your NKU email address. Please check it often.
4. **Membership (Recommended)**
During or after this semester, consider getting a student membership in the National Council of Teachers of English (www.ncte.org) or the Kentucky Council of Teachers of English (www.kcte.org).

REQUIREMENTS

The Student Learning Outcomes above will be accomplished and assessed with the following projects. Assignments will be graded as exceeding expectations (A range), fulfilling all expectations (B range), meeting minimal expectations (C), or not meeting expectations (below C). Letter grades will translate to numbers (4.0=A, 3.67=A-, 3.33=B+, and so forth). *You will be given directions in class for each project. Below is a general overview.*

Activities & Responses to Textbooks/Articles 15% (SLO 1, 2, 3, 4)

This category includes written responses to readings, participation in workshops and other class activities, and overall engagement with the course. Among our activities, we will use actual work written by high school students in the northern Kentucky area to practice strategies for responding to student writing.

Every entry in your critical response journal will be about 2-3 pages typed (700-1000 words):

- Summarize the article, identifying its major points;
- Identify points that surprise you and/or interest you and/or confuse you, and explain;
- Identify a point that you agree with and/or disagree with, and explain;
- Consider how the argument of this article could influence your own teaching;
- Make use of **brief** quotations from the reading to support your observations & opinions;

- Be well organized, edited for clarity, and free of grammatical errors; and
- Cite and document the article consistently and correctly in MLA format.

Reading Memoir 5% (SLO 1)

- *Pre-Service Students:* You will write your own memoir to explore the origins of your love of reading, your inspiration to teach literature, and your ideas about teaching. You will consider how you will approach literary instruction as a teacher.
- *In-Service Graduates:* Like the pre-service students, you will write your own memoir to explore the origins of your love of reading, your inspiration to teach literature, and your ideas about teaching. But rather than considering how you *will* approach literary instruction as a teacher, you will reflect on your teaching experiences and future goals for teaching literature.

Lesson Plans / Critical Response 30% or 10% each (SLO 1, 2, 3, 4)

You will design and present lesson plans in three genres of your choice. We will have a sign-up for these to ensure that we have an equivalent number of presentations for each unit.

- *Pre-Service Students:* Using a template (the Kentucky Teacher Work Sample), you will include the following in your lesson plan: Title of lesson/activity, list of learning objectives, connection to Common Core State Standards, prior knowledge students need for the lesson, list & description of learning activities/strategies, list of materials/resources/technology, description of how instruction will be differentiated for students with diverse needs, and assessment plan. Handouts & other materials listed in the lesson plan should be included.
- *In-Service Graduates:* You will also create lesson plans—choosing those genres you’re most interested in developing. However, you will replace ONE lesson plan with a critical response. Locate an article on teaching a concept in literature or a work of literature. (I recommend using the *English Journal* & related databases.) Then in a presentation to the class: (1) Summarize this article and identify its major points. (2) Explain how this article offers a perspective similar to, or different from, our main articles. How does this article shed another light on the topic? Point out any areas where this article agrees, intersects, varies, or disagrees with the main article we are discussing. (3) Create a one-page outline of your presentation in a handout (or Powerpoint, if you wish) to distribute.

Unit Plan 30% (SLO 1, 2, 3, 4)

This project asks you to design a full instructional unit for grades 9-12 that incorporates and reflects the concepts of literature pedagogy presented in this course. Your unit will focus on one of the three major genres (poetry, novel, drama). Additionally, it will incorporate complementary genres (nonfiction, short fiction, film) to achieve more creative lesson plans and Common Core coverage. This unit plan cannot be combined with the unit plan for ENG 535 because the pedagogies are so different.

Teacher Scholar Project 20% (SLO 1, 2, 3, 4)

A teacher-scholar project applies a researched area of interest to the work of a classroom teacher. This project CAN be combined with your teacher-scholar project in ENG 537.

- *Pre-Service Students:* Create a curriculum proposal for a course that you would like to teach.
- *In-Service Graduates:* Explore an area of interest in the theory and pedagogy of literary instruction. What would be most useful or relevant to your professional life right now? The result will be a research paper suitable for presentation in your school district or a professional conference.

Grading Scale

A 100-94%	B- 82-80%	D+ 69-67%
A- 93-90%	C+ 79-77%	D 66-63%
B+ 89-87%	C 76-73%	D- 62-60%
B 86-83%	C- 72-70%	F 59-0%

COURSE POLICIES

You are preparing to become a teacher, or you currently are a teacher, so I have the same expectations for you that you have of your own students.

ATTENDANCE

Because this class depends on participation, it works only if everyone attends regularly, arrives on time, and has assignments completed. Please promise to do this.

I respect your privacy, so I make no judgments about absences being “excused” or “unexcused.” If you miss two class periods, please take stock of the situation, as you should probably withdraw from the course. Three absences, the equivalent of 20% of the semester, are excessive and merit not receive a passing grade for the course. Exceptions: Official NKU activities; religious holidays. Limited Exceptions Subject to Approval: Official school activities.

If you miss a class, check Blackboard. You are still responsible for information and assignments you miss. There should be no late assignments. If you are experiencing a situation that makes your success in this course difficult, please come speak with me. I care about my students, so we’ll work something out.

MAKE-UP & EXTRA-CREDIT

Missed work cannot be made up. No extra-credit work will be offered. We already have plenty of work to do. So the best approach is to complete assignments when they are due and give it your best effort.

RIGHTS & RESPONSIBILITIES

ELECTRONICS

Please turn your smartphone to silent and do not text or do work unrelated to our class. If electronics become a distraction, I reserve the right to require them to be turned off completely and put away.

E-MAIL

I will respond to your email promptly during business hours. If you send me an email at night or during the weekend, I’ll respond the next weekday morning. If you email an assignment to me, I will always send you a response to say I got it. No response means I did not receive your work.

ACADEMIC HONESTY

The work you will do in this course is subject to the Student Honor Code. Academic dishonesty may result in a failing grade for the entire course. Academic dishonesty includes (1) submitting under your own name work that someone else wrote, even work you have rewritten, including any material from the Internet; (2) submitting the same work in two courses without both professors' approval; (3)

quoting, paraphrasing, or borrowing ideas without giving full attribution to the source; (4) allowing someone else to write any part of an assignment for you; (5) using any unauthorized assistance during an exam.

ACADEMIC FREEDOM

You have the right to take reasoned exception to views offered in the classroom. However, be respectful and courteous in class discussion and in writing, including email messages and posts to Blackboard. It is the right thing to do—plus respecting your audience will help you to be persuasive!

DIVERSITY

Our classroom is an inclusive community of people with various characteristics, ideas, and worldviews, and of various races, ethnicities, sexual orientations, genders, religions, colors, creeds, national origins, ages, disabilities, socio-economic statuses, geographical regions, and ancestries. As citizens of the NKU community, let's all promote and value a classroom environment that is safe, fair, respectful, supportive, and free from prejudice.

WRITING CENTER

The Writing Center will assist you, free of charge, with your writing assignments. They can help you create a topic, generate ideas, develop a research strategy, start a draft, revise, and edit. Make appointments on line at <http://lap.nku.edu/writing.html>.

CREDIT HOURS

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the pursuit of student learning outcomes. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work. A course worth three credit hours requires a minimum of 135 hours of course time. The approximate times required for a typical student to complete this course are as follows:

In Class = 37.5 hours

Formal Writing: Drafts, Revisions, Workshops, Conferences, Editing (30-35 pages) = 60+ hours

Reading, researching, informal writing = 50+ hours

Total = 147.5+ hours

INCOMPLETES & QUESTIONS ABOUT GRADES

A student may receive an "I" only in serious, documented circumstances (e.g. medical emergency), only if he/she has already successfully completed the majority of the course work, and only if the withdrawal dates have passed. Feel free to speak with me about a grade, but do so within a week of receiving the grade while it is still fresh in our minds.

DISABILITIES & ACCESSIBILITY

If you require accommodations for a disability, then at the beginning of the semester, before you do any work for the course, you must contact Disability Services. They will provide documentation authorizing accommodations. You must give that documentation to your professor as soon as possible, before you do any assignments that require accommodations. UC 320, 859-572-5180, <http://disability.nku.edu/>.

COURSE EVALUATIONS

Please participate in the course evaluation process at the end of the semester. If you complete an evaluation or opt out of doing so in the evaluation, you will have earlier access to your final course grade. To complete online evaluations go to <http://eval.nku.edu>.

IMPORTANT FINAL NOTE

By remaining enrolled in this section, you are agreeing to this syllabus. I may have to correct or make adjustments to this syllabus as needs of the entire class dictate. This syllabus is in accordance with the *NKU Code of Student Rights and Responsibilities*.

ENG 537 & NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

The description, outcomes, assignments, and assessment plan of ENG 537 fulfill the following requirements for the English Teacher Certification Program & MAT Program:

Student Learning Outcome	Assessment	Kentucky Academic Standards	Kentucky Teacher Standards	Interstate Teacher Assessment & Support Consortium	National Council of Teachers of English	Professional Growth & Effectiveness System
Identify theoretical issues in literature pedagogy for secondary students	Written Responses to Readings	RL.9-12.1-10 RI.9-12.1-10	1, 2	5, 6, 7, 8	III, V, VI	1A, 1C, 1D, 1E, 1F
Acquire teaching strategies in literature appropriate for secondary school students	Lesson Plans Unit Plan	RL.9-12.1-10 RI.9-12.1-10	1, 2	5, 6, 7, 8	III, V, VI	1A, 1C, 1D, 1E, 1F
Develop competency in planning literary curriculum, instruction, and assessment for secondary students	Unit Plan Course Proposal	RL.9-12.1-10 RI.9-12.1-10	1, 2	5, 6, 7, 8	III, V, VI	1A, 1C, 1D, 1E, 1F
Develop competency in selecting texts and developing high school reading programs	Unit Plan Course Proposal	RL.9-12.1-10 RI.9-12.1-10	1, 2	5, 6, 7, 8	III, V, VI	1A, 1C, 1D, 1E, 1F