

ENGLISH 466: LITERATURE AND READING IN SECONDARY SCHOOLS

Class times and location

Spring 2015

Monday, Wednesday, Friday at 2:00 pm - 2:50 pm

Simpkins 020

Instructor Info

Instructor: Dr. Alisha White

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Phone: 309-298-1548

Office: Simpkins Hall 226C

Office Hours: Monday 11:00 pm - 12:00, Wednesday 11:00 - 12:00, Friday 10:00-12:00,
and by appointment

Mailbox: Simpkins 122, M-F 8:30am-4:30pm

Required Texts

Teaching YA Lit through Differentiated Instruction, Groenke & Scherff

Teaching Young Adult Literature Today, Hayn & Kaplan

Artifactual Literacies: Every Object Tells a Story, Pahl & Rowsell

Miss Peregrine's Home for Peculiar Children, Ransom Riggs

Cinder, Marissa Meyer

Aristotle and Dante Discover the Secrets of the Universe, Benjamin Alire Sáenz

EdTPA Student Handbook

Course Description

In this course, English Education majors will consider pedagogical approaches for teaching secondary literature and reading using a range of texts from multiple perspectives. Students will read a range of texts that may be read in secondary English classrooms, in order to consider the teaching possibilities and plan instruction, differentiation options, assessment and evaluation methods, and use of state and national standards.

Teaching Method: Class will be a mixture of discussion, group activities, writing workshops, and interactive mini-lectures. This means that it will be very important for you to come to class prepared by having read material carefully. I will expect you to raise questions, make comments, agree and disagree with each other in a respectful manner.

Pre-Requisite: ENG 280 and 384; 12 s.h. (or equivalent) of coursework in literature, or consent of instructor

Syllabus Revision Policy

Please note: The course syllabus provides a general plan for the course; deviations may be necessary.

Course Policies

Usability and Information for Students with Disabilities

It is the policy and practice of this instructor to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation or accurate assessment of achievement, please notify the instructor as soon as possible.

“In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Resource Center (DRC) and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Resource Center (DRC) at 298-2512 for additional service.”

Grades

This section gives the breakdown of percentage points for each letter grade.

A (93-100%); A- (90-92%); B+ (87-89%); B (83-86%); B- (80-82%); C+ (77-79%); C (73-76%); C- (70-72%); D+ (67-69%); D (63-66%); D- (60-63%); F (Below 60%)

Please note that, “In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of “C” or better in all directed general education courses, all core courses, and all courses in the option. Note: A “C-” is below a “C”.”

Assignment Grades

This section breaks down what each area of the grade is worth.

Assignment Title	Assignment Value
Daily Work	10 %
Literature Assignments	15%
Learning Segment Plans	30%
Lesson Teaching & Reflection	25%
Artifactual Literacies Project	20%
Total	100%

Daily Work

Daily work includes participation in classroom activities and homework including:

- Textbook discussions and journals
- Literature discussions and activities
- In class work on long term projects and instruction design

Literature Assignments

During this course you will read three novels as well as short stories, poems, and non-fiction texts. Literature response assignments will vary depending on the type of text, topic of discussion, and connections to pedagogy textbooks.

Learning Segment Plan

The Learning Segment Plan includes designing and preparing materials for a 3-day teaching unit for a secondary English course following edTPA guidelines. The content of the plan must focus on teaching a literary or non-fiction text appropriate for secondary students. Instruction methods must include both reading strategies and literature analysis methods. The plan must have the following elements: context information, 3 consecutive lessons, a central focus, Common Core State Standards, learning objectives, informal and formal assessments, instructional strategies and learning tasks, key instructional materials, and directions for all planned assignments.

Lesson Teaching & Reflection

Lesson teaching includes choosing a mini-lesson (one 10-15 minute activity) from your Learning Segment Plan to teach to a group of your peers. Your mini-lesson should include an audiovisual element or handout. You will be responsible for videotaping your mini-lesson and writing a reflection evaluating your performance.

Artifactual Literacies Project

After reading the Artifactual Literacies text by Pahl & Rowsell, you will create a storytelling project modeled after the projects found in the text.

Detailed directions and rubrics will be provided separately for each assignment. You are to download and print the directions in Western Online.

All papers should be double spaced, and include a heading with your name, course section, and the assignment. You are required to submit all papers to “Turn it in” through Western Online before the assignment due date.

Late Papers

You are encouraged to seek help from the instructor as soon as possible to avoid penalties on late work. The penalty for late work is a letter grade per day late. **No late work will be accepted after one week.**

Attendance and Participation

I expect you to attend each class. Regular attendance and participation in engagements is an important part of any learning experience. Engagements and class discussions are designed to support development of content knowledge and pedagogical understandings. Coming to class prepared is an important aspect of active participation. This includes bringing textbooks, assignment directions, course schedule, and drafts of your work. You may bring laptops or tablets to work on in class. You may be asked to leave if you are not prepared for class or are off task, and you will lose daily work points for the day.

I do not distinguish between excused and unexcused absences. If you are not present in class, you are marked absent. Each absence will result in a 1 point grade reduction for overall grade in the course. Arriving late for class or leaving early can be distracting to the instructor and to other students and takes away from classroom engagements. You will be counted absent if you are ten (10) or more minutes late to class or leave more than ten (10) minutes early.

If you are absent, for any reason, you are required to use OARS (<http://wiu.edu/oars>) to report the absence. Note that Beu Health Center will no longer issue appointment slips for medical documentation.

Technology

Cell phones should be silenced and put away during class. Texting, checking email, and surfing online will result in being marked as absent. If you are asked to put your phone away and you do not comply, you will be asked to leave.

It is your responsibility to check Western Online regularly for notices, assignment directions, and class notes.

WesternOnline:

1. To access this course on WesternOnline:
2. Go to Western Online <https://westernonline.wiu.edu>
3. Log in using your ECOM ID and password
4. Your personal My WesternOnline page will appear. Available courses are listed in the middle of the page under Course List.
5. Click the link "ENG 466 – Section 001" to enter the course. This will take you to the Homepage where you will be able to access a broad range of features. Log in and start exploring this page as soon as possible.

Academic Integrity Policy

Academic Dishonesty is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Please refer to Western Illinois University's Academic Integrity Policy for more information (go to the academic integrity pollicy <http://www.wiu.edu/policies/acintegrity.php>). You are expected to be

respectful to your classmates and me. If you are disruptive and/or rude, you will be asked to leave class and will receive an absence for the day.

Writing Center

"The University Writing Center is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level. The one-on-one assistance available at the Writing Center is valuable for generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The University Writing Center is located in Malpass Library, on the Third Floor. Call for an appointment (298-2815) and be sure to bring a copy of your assignment."

Leslie F. Malpass Library
<http://www.wiu.edu/library>

Student Rights and Responsibilities

Please review the "Student Rights and Responsibilities" policy at Student Rights and Responsibilities <http://www.wiu.edu/provost/students> and see me if you have any questions.

Last day to add course during open registration: 01/26/2015

Last day to add by permission or delete course: 02/02/2015

Last day to drop course with "W" grade: 04/05/2015

Suggested Resources

MLA Handbook

Appleman, D. (2009). *Critical Encounters in High School English: Teaching Literary Theory to Adolescents, Second Edition (Language & Literacy Series) (Language and Literacy)*. Teachers College Press.

Ellery, V. & Rosenboom, J.L. (2011). *Sustaining Strategic Readers: Techniques for Supporting Content Literacy in Grades 6-12*. Intl Reading Assn.

Moon, B. (1999). *Literary terms: A practical Glossary*. Urbana, IL: National Council of Teachers of English.

Smagorinsky, P. (2008). *Teaching English by design: How to create and carry out instructional units*. Portsmouth, NH: Heinemann.

Professional organizations, publications, journals, and websites provide resources that constitute the knowledge base for ENG466. Resources include the following:

English Journal; Journal of Adolescent and Adult Literacy; Research in the Teaching of English, Journal of Literacy Research; English Education; Journal of Research in Reading, www.ncte.org; <http://www.ala.org/>; www.readwritethink.org; <http://www.samla.gsu.edu/index.htm>; <http://www.coe.uga.edu/jolle/index.html>;

Professional Standards Guiding Course Content

Illinois Professional Teaching Standards

2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;

2Q) applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student.

3I) creates short-term and long-term plans to achieve the expectations for student learning;

3M) develops plans based on student responses and provides for different pathways based on student needs;

5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;

5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;

5D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;

6K) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction;

6L) facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content;

6M) teaches fluency strategies to facilitate comprehension of content;

6Q) integrates reading, writing, and oral communication to engage students in content learning;

6R) works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs; and

7) - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

9A) evaluates best practices and research-based materials against benchmarks within the disciplines;

National Council of Teachers of English

Standard III: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Elements

#1: Candidates use their knowledge of theory, research, and practice in ELA to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

#2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

#3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

#4: design or knowledgeably select proper reading assessments that inform instruction by providing data about students' interests, reading proficiencies, and reading process.

#6: plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

Special TPEP Elements required on all education syllabi

Dispositions the ISBE requires of teachers wanting certification

Collaboration

Honesty & Integrity

Respect

Commitment to Learning

Emotional Maturity

Responsibility

Fairness

Belief that all Students can Learn



I expect behavior & speech that embodies these dispositions. To see the behavior and speech that demonstrates the dispositions, see [View teacher dispositions at http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf](http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf)

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TPEP Vision Statement: “Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.”

TPEP Mission Statement: “The WIU Teacher and Professional Education Program **empowers** candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to **empowering** all learners.”

ENG 466 Course Schedule

TYAL-DI = Teaching YA Lit through Differentiated Instruction

TYAL-Today = Teaching Young Adult Literature Today

Week 1

Day	Readings	Due
21 Jan, Wed	Introduction, Syllabus	Survey
23 Jan, Fri	G&S: TYAL-DI Ch 1 (p 1-13) H&K: TYAL-Today Ch 1-2 (p 1-40) YAL; Changing face of YAL	

Week 2

Day	Readings	Due
26 Jan, Mon	G&S: TYAL-DI Ch 5 Disengaged readers H&K: TYAL-Today Ch 3 (p 41-60) Teaching Adol Literature	
28 Jan, Wed	H&K: TYAL-Today Ch 8 (p 135-153) Multicultural	
30 Jan, Fri	G&S: TYAL-DI Ch 6 (93-110) Multicultural	1 p. Summary critical literacy

Week 3

Day	Readings	Due
2 Feb, Mon	Aristotle & Dante (p 5-107) Different rules of summer G&S: TYAL-DI Ch 2 (p 14-33) Character	
4 Feb, Wed	Aristotle & Dante (p 111-153) End of summer	Character lesson plan analysis
6 Feb, Fri	Aristotle & Dante (p 157-232) Letters	<i>Class Will Not Meet – WO Discussion</i>

Week 4

Day	Readings	Due
9 Feb, Mon	Aristotle & Dante (p 235-294) Remember the rain	<i>Class Will Not Meet – WO Discussion</i>
11 Feb, Wed	Aristotle & Dante (p 297-357) All the secrets...	
13 Feb, Fri	Aristotle & Dante H&K: TYAL-Today Ch 7 LGBTQ	A & D discussion questions

Week 5

Day	Readings	Due
16 Feb, Mon	H&K: TYAL-Today Ch 14 (p 241-256) Visual Culture G&S: TYAL-DI Ch 3 (p 34-47) Historical Fiction	A&D Project
18 Feb, Wed	Miss Peregrine Prologue-Ch 4 (p 12-103)	
20 Feb, Fri	Miss Peregrine Ch 5-7 (p 105-206)	Modified Jigsaw/Lit Circle

Week 6

Day	Readings	Due
23 Feb, Mon	Miss Peregrine Ch 8-9 (p 208-268) G&S: TYAL-DI Ch 8 (p 119-129) Adventure/Mystery	
25 Feb, Wed	Miss Peregrine Ch 10 (p 270-352)	Probable Passage
27 Feb, Fri	Finish Miss Peregrine Discussion	Reading Level Inventory

Week 7

Day	Readings	Due
2 Mar, Mon	G&S: TYAL-DI Ch 9 (p 130-144) Fantasy, Supernatural, Sci Fi H&K: TYAL-Today Ch 6 (p 99-116) Dystopian	Miss Peregrine Project
4 Mar, Wed	Cinder Book 1 (p 1-84/Ch 1-8)	Reading Ladder
6 Mar, Fri	Cinder Book 2 (p 85-186/Ch 9-20)	Discussion Web

Week 8

Day	Readings	Due
9 Mar, Mon	Cinder Book 3 (p 187-282/Ch 21-29)	
11 Mar, Wed	Cinder Book 4 (p 283-387/Ch 30-38) H&K: TYAL-Today Ch 12 (p 203-224) Social Activism	
13 Mar, Fri	Finish Cinder Discussion H&K: TYAL-Today Ch 15 (p 257-273) New Literacies Learning Segment Planning	1 Page Social Activism applied to Cinder

March 16-20 Spring Break, No Classes

Week 9

Day	Readings	Due
23 Mar, Mon	G&S: TYAL-DI Ch 4 Verse Novel Learning Segment Planning/Conferences	Cinder Project LSP Check in: Proposal
25 Mar, Wed	G&S: TYAL-DI Ch 5 Memoir Learning Segment Planning/Conferences	LSP Check in: Outline
27 Mar, Fri	G&S: TYAL-DI Ch 7 Biography/Graphic Novel Learning Segment Planning/Conferences	LSP Check in: Context

Week 10

Day	Readings	Due
30 Mar, Mon	H&K: TYAL-Today Ch 11 (p 185-202)Bestselling adult novelists Learning Segment Planning/Conferences	LSP Check in: Lesson plans
1 Apr, Wed	H&K: TYAL-Today Ch 13 (p 225-240)Beyond the LA classroom	LSP Check in: Assessments

	Learning Segment Planning/Conferences	
3 Apr, Fri	H&K: TYAL-Today Ch 4 (p 61-78) Obstacles and support Lesson Videotaping in small groups	1 page choice topic LSP Check in: Commentary

Week 11

Day	Readings	Due
6 Apr, Mon	Lesson Videotaping in small groups	LSP Check in: Full rough draft
8 Apr, Wed	Lesson Videotaping in small groups	
10 Apr, Fri	Lesson Videotaping in small groups	

Week 12

Day	Readings	Due
13 Apr, Mon	Lesson Videotaping in small groups	
15 Apr, Wed	Lesson Videotaping in small groups	
17 Apr, Fri	Lesson Videotaping in small groups	

Week 13

Day	Readings	Due
20 Apr, Mon	Artifactual Literacies (AL) Ch 1 (p 1-14) Conceptualizing AL	Lesson evaluation reflection
22 Apr, Wed	AL Ch 2 (p 15-38) Artifacts connecting communities	
24 Apr, Fri	AL Ch 3 (p 39-56) Artifacts, talk, listening	Final Draft Learning Segment

Week 14

Day	Readings	Due
27 Apr, Mon	AL Ch 4 (p 56-72) Artifactual critical literacies	
29 Apr, Wed	AL Ch 5 (p 73-92) Adolec. writing and AL	
1 May, Fri	AL Ch 6 (p 93-113) Digital storytelling as artifactual	AL Project outline or proposal

Week 15

Day	Readings	Due
4 May, Mon	AL Ch 7 (p 114-134) Teaching AL Workshop AL Projects	
6 May, Wed	Workshop AL Projects	
8 May, Fri	Course Wrap Up, Start AL Project Presentations	AL Project Draft

Exam Time: 11 May, Mon 3pm

AL Project Presentations and Final Draft Due