

ENGLISH 466(G): LITERATURE AND READING IN SECONDARY SCHOOLS

Class times and location

Spring 2017, Tuesday and Thursday at 2:00 pm - 3:15 pm

Simpkins 020

Instructor Info

Instructor: Dr. Alisha White

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Office: Simpkins Hall 226C

Office Hours: Tuesday 3:30 - 4:30, Wednesday 1:00 - 2:00, Friday 4:00-5:00, and by appointment

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

Course Twitter: #WIUEnglish466, @alishamwhite31

Required Texts

Teaching YA Lit through Differentiated Instruction, Groenke & Scherff

Deepening Comprehension with Action Strategies, Wilhelm

Tuned in and Fired Up, Intrator

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

The Common Core Companion: The Standards Decoded, grades 6-12, Burke

Brown Girl Dreaming, Woodson

When I was the Greatest, Reynolds

A Fierce and Subtle Poison, Mabry

Paper Valentines, Yovanoff

Terrible Typhoid Mary: A True Story of the Deadliest Cook in America, Campbell Bartoletti

Sonny's Blues, *Rappaccini's Daughter*, and *Everyday Use* (Short stories in WO)

EdTPA Student Handbook (in WO)

*SDHC card (for videotaping)

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 ENG384; 12 s.h. (or equivalent) of coursework in literature, or consent of instructor

Course Policies

Usability and Information for Students with Disabilities

In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center (DRC) at 298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner. An electronic copy of this statement can be found at:

https://www.wiu.edu/student_services/disability_resource_center/publications/index.php

Title IX

University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at:

http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php

If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at:

<http://www.wiu.edu/vpas/policies/titleIX.php>.

Student Rights and Responsibilities

Please review the “Student Rights and Responsibilities” policy at [Student Rights and Responsibilities](http://www.wiu.edu/provost/students) <http://www.wiu.edu/provost/students> and see me if you have any questions.

Syllabus Revision Policy

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

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	5 %
Attendance	5%
Literature Assignments	15%
Tuned in & fired up Journal	15%
edTPA Design	30%
Artifactual Literacies Project	25%
Course Portfolio	5%
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 a variety of young adult and canonical literature texts including novels, short stories, and non-fiction texts. Literature response assignments will provide opportunities to practice designing curriculum and instruction for teaching reading and literature in secondary schools. [NCTE 3.1, 3.3, 3.6; IPTS 2F, 5B, 5C, 6L, 6M, 6R]

Tuned In and Fired Up Journal

This educational research study presents insights into high school classrooms and student engagement with texts and education. You will keep a reading journal to track your understanding of concepts in this study and reflect on the teaching practices and educational theory discussed in the study. [IPTS 2F, 5B, 5C, 5D, 6R, 9A]

edTPA Design

edTPA Task 1: Learning Segment & Commentary

The Learning Segment & Commentary includes designing and preparing materials for a 3-5 day teaching unit for a secondary English course following edTPA guidelines and writing a commentary reflecting on the plan. 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: at least 3 consecutive lessons, a central focus, Common Core State Standards, learning objectives, informal and formal assessments, instructional strategies and learning tasks, accommodations and differentiation, key instructional materials, and directions and handouts for all planned assignments.

[NCTE Standard 3.1, 3.2, 3.3, 3.4, 3.6; IPTS 2Q, 3I, 3M, 5C, 6K, 6Q, 7]

edTPA Task 2: Teaching & Commentary

The Teaching & Commentary includes teaching a mini-lesson from your Learning Segment to your peers and writing a commentary reflecting on your teaching following edTPA guidelines. Your mini-lesson should include an audiovisual element and/or handout. You will be responsible for videotaping your mini-lesson and providing me with a copy of the video.

[NCTE Standard 3.1, 3.2, 3.3, 3.4, 3.6; IPTS 2Q, 3I, 3M, 5C, 6K, 6Q, 7]

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.

[NCTE Standard 3.1, 3.2, 3.3, 3.4, 3.6; IPTS 2Q, 5B, 5D, 6Q, 9A]

Course Portfolio

The course portfolio will compile assignments completed this semester that you will need for the English Education Portfolio near the end of your program.

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.

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. You will lose a point for each absence. Attendance is 5 % of the course grade. 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.

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.

Dispositions the ISBE requires of teachers wanting certification include:

Collaboration, Honesty & Integrity, Respect, Commitment to Learning, Emotional Maturity, Responsibility, Fairness, and Belief that all Students can Learn. I expect behavior & speech that embodies these dispositions. To see the behavior and speech that demonstrates the dispositions, View teacher dispositions at <http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf>

In addition, the university has a policy regarding student behavior. Please review the Disruptive Student Behavior Policy found at: <http://www.wiu.edu/vpas/policies/disrupst.php>

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 daily for notices, assignment directions, and class notes. This will be my main form of communicating reminders and changes. Assignment grades are posted to WO regularly. It is your responsibility to stay apprised of your status and come to office hours if you have questions about your grade.

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.

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>;

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>

Professional Standards Guiding Course Content

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.

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;

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.”

Jan 23: Last day to add course during open registration

Jan 30: Last day to add by permission or delete course

Apr 2: Last day to drop 16 week course with a “W” grade

ENG 466 Course Schedule

Week 1

Tues 1/17: Introduction, Syllabus, Survey (Read poems from TI&FU p. 69-71); CCRS-R1 p.6

Thurs 1/19: TI&FU Chapters 1-3 (pp 1-47), article reading, **Journal assignment due**

Week 2

Tues 1/24: TI&FU Chapters 4-6 (pp 49-103); TYAL-DI Ch 1 (p 1-13); *Sonny's Blues*; article

Thurs 1/26: TI&FU Chapters 7-9 (pp 105-152); DCAS Ch 1-2 (p. 6-37); CCRS-R2 p. 12

Week 3

Tues 1/31: TYAL-DI Ch 2 (p 14-33) Character; *When I was the Greatest* (p 1-116) (WIWTG)

Thurs 2/2: *When I was the Greatest* (p 117-232); DCAS Ch 3-4 (p 38-66); CCRS-R3 p. 18; article

Tuned in and fired up Journal Due

Week 4

Tues 2/7: TYAL-DI Ch 3 (p 34-47) Historical Fiction; *Rappaccini's Daughter* (WO); article

Thurs 2/9: DCAS Ch 5 (p 67-73); continue *Rappaccini's Daughter*; CCRS-R4 p. 24, CCRS-L4 p. 196

Novel Project 1 Due WIWTG

Week 5

Tues 2/14: TYAL-DI Ch 9 (p 130-144) Fantasy, Supernatural, Sci Fi (Reading Ladder, Discussion Web); *A Fierce and Subtle Poison* (p. 1-139) (AF&SP) Magical Realism

Thurs 2/16: DCAS Ch 6 (p 74-92); *A Fierce and Subtle Poison* (p. 140-278); CCRS-R5 p. 30, CCRS-R9 p. 54

Week 6

Tues 2/21: TYAL-DI Ch 7 Biography/Graphic Novel, *Terrible Typhoid Mary* (TTM) read ½, inquiry

Thurs 2/23: DCAS Ch 7-8 (p 93-109); *Terrible Typhoid Mary* finish reading; CCRS-R6 p. 36, CCRS-8 p. 48; inquiry and article; Learning Segment Discussion; **Novel Project 2 Due AF&SP**

Key for Textbook Abbreviations

TYAL-DI = *Teaching YA Lit through Differentiated Instruction*, Groenke & Scherff

CCRS = *The Common Core Companion: The Standards Decoded*, Burke

DCAS = *Deepening Comprehension with Action Strategies*, Wilhelm

TI&FU = *Tuned in and Fired Up*, Intrator

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

WIWTG = *When I was the Greatest*, Reynolds

AF&SP = *A Fierce and Subtle Poison*, Mabry

TTM = *Terrible Typhoid Mary: A True Story of the Deadliest Cook in America*, Campbell Bartoletti

BGD = *Brown Girl Dreaming*, Woodson

PV = *Paper Valentines*, Yovanoff

Week 7

Tues 2/28: TYAL-DI Ch 4 Verse Novel (p 48-76) and Fluency Scale Assessment and Repeated Readings; *Brown Girl Dreaming* (BGD) Part 1 (p 1-41) and Part 2 (p 45-138); CCRS-L5

Thurs 3/2: TYAL-DI Ch 5 Memoir (p 77-92); *Brown Girl Dreaming* Part 3 (p 143-203); DCAS Ch 9 (p 134-149), Learning Segment Discussion **Novel Project 3 Due TTM**

Week 8

3/7 Tues: TYAL-DI Ch 6 (p 93-110) Multicultural; Reader Response and Critical Literacy Questions; BGD Part 4 (p 207-278) and Part 5 (p 283-320), Learning Segment Discussion

3/9 Thurs: *Every Day Use* (WO short story by Walker); DCAS Ch 10 (p 150-167); CCRS-R6, article
March 14-18 Spring Break, No Classes

Week 9

3/21 Tues: TYAL-DI Ch 8 (p 119-129) Adventure/Mystery; *Paper Valentines* (PV); DCAS Ch 11 (p 168-180), article, Learning Segment questions?

3/23 Thurs: *Paper Valentines* p ; CCRS-R7, CCRS-R10; DCAS Ch 12 (p 181-203); Probable Passage, Reading Level Inventory; Learning Segment questions?

Novel Project 4 Due – BGD

Week 10

3/28 Tues: Conferences and workshop **Task 1 Rough Draft Due – Bring to Conference**

3/30 Thurs: Conferences and workshop **Task 1 Rough Draft Due – Bring to Conference**
Novel Project 5 Due – PV

Week 11 (4/4-4/6)

Lesson Videotaping, **Final Draft Learning Segment and Commentary Due; *extra credit for attending Disability Culture Day**

Week 12 (4/11-4/13)

Lesson Videotaping, Commentary workshop, Preparing task 2

Week 13

4/18 Tues: Artifactual Literacies (AL) Ch 1 (p 1-14) Conceptualizing AL; Project Directions and example

4/ 20 Thurs: AL Ch 2 (p 15-38) Artifacts connecting communities and Ch 3 (p 39-56) Artifacts, talk, listening; **Task 2 Due (Video and Commentary)**

Week 14

4/25 Tues: Ch 4 (p 56-72) Artifactual critical literacies

4/27 Thurs: AL Ch 5 (p 73-92) Adolec. writing and AL Ch 6 (p 93-113) Digital storytelling as artifactual; **AL Project outline or proposal**

Week 15

5/2 Tues: AL Ch 7 (p 114-134) Teaching AL, Workshop AL Projects; CCRS-SL1-6

5/4 Thurs: Workshop AL Projects; Course Wrap Up and exit exam **AL Project Draft**

Exam Time: 9 May, Tues 3:00-4:50 pm - AL Project Presentations and Final Draft Due (Attendance at the exam is required!)

Jan 23: Last day to add course during open registration

Jan 30: Last day to add by permission or delete course

Apr 2: Last day to drop 16-week course with a "W" grade

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I have read and understand the **ENG466** course syllabus. I agree to abide by the rules set in the syllabus and understand the consequences stated should I violate those rules.

Print Name

Date

Sign Name