English 506/506G: Theory and Practice of Teaching Literature, #TSUEnglishMAE

“There is no such thing as a single-issue struggle because we do not live single-issue lives.”
— Audre Lorde.

When & Where: Monday 6:00- 8:50, Baldwin Hall 241
Instructor: Dr. Summer Pennell, Assistant Professor of English Education
You can call me Summer or Dr. Pennell: no Miss, Mrs., or Ms. please.
Contact: email, spennell@truman.edu I tend to respond to emails in the afternoon, and don’t answer emails after 5 pm. I will make my best effort to respond to all emails within 48 hours.
Office hours: McClain 326, Monday & Tuesday, 1:00- 3:15 & by appointment

Course Description from Catalogue. 4 credit course.
The department expects 12 hours (including class time) of work per week for a 4 credit course. Most of this will be spent reading and responding to reading.

“This seminar considers ways of helping students read effectively, with appreciation and enjoyment, a variety of texts (such as fiction, poetry, essays, and non-print texts). The course engages participants in critical examination of their own experiences as readers, current theory concerning effective approaches to teaching textual literacy, and methods of applying this theory to their own practice. While focused on approaches to teaching English language arts in secondary schools, the course is also appropriate for and open to students interested in teaching at any level.”

Course Attributes: 506: Honors Scholar, Liberal Arts & Sciences Hours, Theory Axis

This is a rigorous course on the theories of teaching literature and other texts in a secondary English classroom. It can be taken as part of the Masters of Arts in Education (MAE) in Secondary English or to satisfy a literature theory requirement for English majors. The course is further designed around the concept of social justice, teaching is about much more than the content. This is also a core value of our professional organization, the National Council of Teachers of English (NCTE). We will read theory and research on teaching literature through a critical and social justice lens. As part of this endeavor, I will ask you to reflect on our readings, your own values and beliefs, your teaching practice, the teaching practices you’ve observed, and the content you will use in your classroom. This class will likely challenge your thinking, and we will all grow together as teachers and learners.

It is part of my personal teaching philosophy to be transparent: meaning, I think it is important that you know why I made the decisions I did. Consequently, in the course schedule you will see there is a column labeled “motivations.” This lists the research that influenced me to choose the topic and readings for the week. If it is empty, that means the reading and my motivation were the same. Texts that were overall influences for the course are:

1. NCTE Position Statements, particularly on literature, curriculum, and diversity. http://www.ncte.org/positions

¹ I have completed Safe Zone training through the LGBTQ Center at UNC-Chapel Hill & at Truman, and RESPOND mental health training, and my office and classroom are safe and welcoming environments.

Course Goals: It is my goal that students in this course will:
1. Learn different theories for teaching literature to diverse students
2. Learn how to incorporate technology and multimodal literacies into your teaching
3. Practice teaching in class and receive constructive feedback
4. Conduct research on a topic of your choice related to theories of teaching literature
5. Create a theory-informed unit plan
6. Learn how to incorporate social justice in the classroom
7. Reflect on your own teaching practices, experiences, and mindset
8. Begin forming a professional and scholarly community

Required Texts: If possible, bring a laptop or tablet to class.
MAE students, please note: We (the MAE English faculty) assume you will continue to refer to these professional books and the journals listed below in your work in ENG 608 as well as during your teaching internship. We will require their use in the completion of your internship research and preparation of your MAE certification portfolio.

Academic Texts (other texts listed in calendar are on Blackboard)
- Louise Rosenblatt, Making Meaning with Texts: Selected Essays
- Leila Christenbury & Kevin Lindblom, Making the journey: Being and becoming a teacher of English language arts.
- Deborah Appleman, Critical encounters in high school English: Teaching literary theory to adolescents
- Hilary Janks, Kerryn Dixon, Ana Ferreira, Doing critical literacy: Texts and activities for students and teachers
- Albert Somers, Teaching Poetry in High School

Teaching Texts
- The Hate U Give by Angie Thomas
- American Born Chinese by Gene Yang
- Things Fall Apart by Chinua Achebe
- Romeo and Juliet by William Shakespeare

Professional Memberships & Journals
I highly encourage all MAE students to purchase a student membership to the National Council of Teachers of English (NCTE) http://www.ncte.org/, which will give you access to a wealth of resources including your choice of one professional journal. The annual convention is Nov. 16-19 in St. Louis, MO. If you are able to attend, it will be a great experience where you can get teaching ideas, network, and get lots of free YA novels for your future classrooms. You may also want to join the state ELA groups for Missouri http://www.missourienglishteachers.com/, Iowa http://www.iowaenglishteachers.org/, or wherever you plan on teaching.
As you work on your research, here are some journals to consider:

- From NCTE: Language Arts, Talking Points, Voices from the Middle, English Journal, English Education
- Other literacy journals: Journal of Adolescent and Adult Literacy, Journal of Language and Literacy Education (JoLLE), Journal of Literacy Research
- Other education journals: Theory into Practice, The High School Journal, Teaching and Teacher Education, Curriculum Inquiry

Recommended Texts

- Kathleen Andrasick, Opening Texts: Using Writing to Teach Literature
- Au, W. Rethinking multicultural education: Teaching for racial and cultural justice.
- Sheridan Blau, The Literature Workshop: Teaching Texts and Their Students
- Harvey Daniels, Literature Circles
- Patricia Dunn, Disabling Characters: Representations of Disability in Young Adult Literature
- Patrick Finn, Literacy with an Attitude: Educating Working-Class Children in Their Own Self-Interest
- Paolo Freire, Pedagogy of the Oppressed
- Hilary Janks, Literacy and power
- bell hooks, Teaching to Transgress
- Louise Rosenblatt, Literature as Exploration and The Reader, the Text, the Poem
- Frank Smith, Reading without Nonsense and other publications
- Michael Smith and Jeffrey Wilhelm, “Reading Don’t Fix No Chevys”
- Jeffrey Wilhelm, “You Gotta BE the Book”: Teaching Engaged and Reflective Reading with Adolescents

Library services: For research help, contact Daisy Rearick, the subject specialist for both English and Education. drearick@truman.edu. I strongly recommend you schedule a RAP session for your research.

Attendance Policy: The success of this class depends on your participation and attendance. Everyone is allowed one week of “free” absences (in this case, that’s 1); any more will affect your grade. School related activities for which you have documentation will not count towards your allowed absences. Two late arrivals or leaving early will also count as an absence. You do not need to bring any doctor’s notes for these. You do, however, still need to abide by assignment deadlines. If you have an emergency where this is not possible, talk to me. If you do have an illness or other emergency that requires you to miss more than two classes, please bring me a doctor’s note or other appropriate documentation so we can come up with a plan for you to make up missed work. Otherwise, your grade is lowered by 2% for each missed class. When you miss class it is your responsibility to get notes from your classmates and to keep up with assignments as posted in the syllabus. Please don’t send me a “did I miss something important” email.

Participation: This is a discussion-based class and everyone is expected to participate. To be fully prepared, you must complete assigned readings before class and come with questions and comments. You should be on time for class. I expect everyone to actively participate by listening carefully and respectfully, offering comments and questions, and working collegially with each other. As future teachers, collegiality is extremely important to your professional success, and this starts now with your fellow MAE students.

More about Course Readings: As this is a graduate class, and a class about theories of teaching literature, I expect you to complete all readings. HOWEVER, I strongly, strongly suggest you form a reading group with 2-3 other classmates as a graduate course strategy. In your group, divide the readings. Each person should complete detailed notes, analysis, and questions on your assigned text and share these with the group (AKA, your reading journals detailed in the assignments section later). This will be especially important when we get to our “teaching texts.”
Technology: Laptops may be used for note-taking, tweeting and during activities, but I ask you to be respectful of the class and not check your email or social media during class. Please refrain from texting during class. Please use the class hashtag #TSUEnglishMAE (the capitalization isn’t important) to tweet your thoughts, pictures of classwork, professional opportunities, etc.

Grading Policy:
- Late work is not accepted, except in the case of a documented emergency (see attendance policy).
- All work is due at the start of class time on the date indicated in the syllabus unless otherwise indicated.
- Low-stakes writing assignments (journals & annotations) will be graded mostly for content.
- Higher-stakes assignments (cooperative lesson plans, final unit plan) will be graded with guidelines specific to the assignment.
- I am happy to discuss your work in person during office hours.
- Completion does not equal a grade. Turning in work that doesn’t meet content guidelines or is otherwise inappropriate may result in a zero.
- I don’t give extra credit assignments.

Grading Scale: Grades will be posted on Blackboard (For final grades, if you have an X9.5 or higher I will round up)
- A = 90-100
- B = 80-89
- C = 70-70
- D = 60-69
- F = 59 and below

Academic Integrity and citing sources:
- All students are expected to follow the Student Code of Conduct (http://www.truman.edu/conduct/) which includes avoiding plagiarism.
- The student handbook defines plagiarism as: “Intentional representation of the words or ideas of another as one’s own in any academic exercise. The term “plagiarism” includes, but is not limited to, (a) the use, by paraphrase or direct quotation, of the published or unpublished work or sections of a work of another person without full and clear acknowledgement; (b) the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, including material taken from or ordered through the Internet; and/or (c) the unacknowledged use of original work/material that has been produced.”
- All written assignments should be prepared in MLA style. Always, always cite sources even if you’re just using a sentence, or an idea. As a former journal editor, I am a stickler for properly cited sources and I’ll help you when you’re unsure if you email me questions in advance (don’t email me the night before a due date and expect a response— you likely are working much later than me). Purdue OWL is a great source for all things writing and citation.

ADA Accommodations and Student Health:
- The university is committed to making every possible effort to comply with the Americans with Disabilities Act (ADA). If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both me and the Disability Services office (x. 4478) as soon as possible.
  http://disabilityservices.truman.edu/
- More and more college students are experiencing symptoms of severe depression. If you are struggling emotionally, please let me know. I urge you to set up an appointment at the Counseling Center, 660-785-4014,
or ucs@truman.edu. The after-hours crisis hotline is 660-665-5621; ask the public safety representative who answers to connect you with a Truman counselor.

Title IX and Student Sexual Misconduct

- Truman State University and its faculty are committed to supporting our students and fostering an environment that is free from bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member is a “mandated reporter” and must notify Truman State University’s Title IX Coordinator, Jamie Ball (McClain Hall, 101, jball@truman.edu, 785-4354) and share the basic facts of your experience with her.

- The Title IX Coordinator will then be available to assist you in understanding all your options and in connecting you with resources both on and off campus. If you would prefer to have a confidential conversation about an experience, the counselors at University Counseling Services are NOT mandated reporters and they can be reached at 660-785-4014. For after-hours crisis counseling, call 660-665-5621.

- For more information regarding Truman’s policies and procedures relating to any form of gender discrimination, please see http://eoaa.truman.edu/university-nondiscrimination-policy/ and http://eoaa.truman.edu/complaint-reporting-resolutionprocedure/.

FERPA

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result course grades, assignments, advising records, etc. cannot be released to third parties without your permission. There are, however, several exceptions about which you should be aware. For example, education records can be disclosed to employees or offices at Truman who have an “educational need to know”. These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar’s Office, or Student Affairs depending on the type of information. For more information about FERPA, see http://www.truman.edu/registrar/ferpa/.
**Assignments:** Detailed descriptions for larger assignments are on Blackboard

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<tr>
<th>Assignment</th>
<th>Description</th>
<th>% of Final Grade</th>
<th>Due Date(s)</th>
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<tbody>
<tr>
<td><strong>Student book chat</strong></td>
<td>Participate in a twitter book chat with HS students at P.K. Yonge Developmental Research School in Gainesville, FL, about American Born Chinese. Write a 2-3 page reflection on the experience.</td>
<td>10</td>
<td>Sept. 6, midnight</td>
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<tr>
<td><strong>Reading journals</strong></td>
<td>Journals: Choose 2 reading each class- 1 from each section- (except teaching text days) to write 1 page max: 1. Summary/main points 2. Your own analysis &amp; reflection 3. 2-3 discussion questions  Please talk to each other so that all readings are represented.</td>
<td>10</td>
<td>Mondays except when RLAET is due</td>
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<td><strong>Resource sharing</strong></td>
<td>Create a list of 5 media resources you can use in the classroom (YouTube clips, interactive websites, etc.) and post to Blackboard with hyperlinks. Write a 1-3 sentence explanation of each resource. It will be most beneficial to find sources related to your research focus &amp; unit plan.</td>
<td>5</td>
<td>10/2</td>
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<td><strong>Twitter</strong></td>
<td>1. Create a twitter account you will use professionally (or use an existing account). 2. Tweet at least twice per week using #TSUEnglishMAE 3. Participate in a twitter chat hosted by NCTE, another ELA/literacy/or education organization. Take a screenshot of your tweets and turn it in with a 1-2 page double spaced reflection of the experience. It is your responsibility to find a twitter chat.</td>
<td>10</td>
<td>Twitter chat reflection due Nov. 15 at midnight</td>
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<td><strong>Read like an English Teacher</strong></td>
<td>You will critically engage with the “teaching” texts to pull out teaching elements, practice aligning to standards, and also questioning what perspectives the texts leaves out.</td>
<td>15</td>
<td>Mondays starting 10/16</td>
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<td><strong>Teaching practice</strong></td>
<td>You will choose a literary style to create a collaborative lesson plan and implement in class. You will: • Create a 45-60 minute lesson plan and turn in to me 1 week prior for feedback  • Teach the lesson in class  • 1 page individual, critical reflection on lesson</td>
<td>20</td>
<td>Varies, starting 10/16</td>
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<td><strong>Theory-Informed Unit Plan</strong></td>
<td>Part 1: Annotated Bibliography (20% of total) • Pick a narrow topic of interest to you within the broad framework of teaching literature.  • Each week, you will find an article and write an annotation- about a half page that sums up the main points/arguments and offers a brief reflection/analysis of your own. Part 2: Literature Review- (30% of total) 5 pages synthesizing your research Part 3: 2-4 week Unit Plan (50% of total) Your plan should include: 1) rationale (from your lit review) 2) calendar listing aligned daily objectives, 3) 2 full lesson plans, 4) Multimodal assessment</td>
<td>30</td>
<td>Weds 8/30-10/11, 5 pm</td>
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<td>Wed Oct. 18, midnight</td>
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<td>Tues 12/12 3:30- 5:20</td>
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<td>Date</td>
<td>Topics/ Activities</td>
<td>Readings Due</td>
<td>Assignments Due</td>
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| 8/21 | Course introduction  
Planning discussions for HS students | *American Born Chinese*  
Christenbury, Ch. 9 (questioning)  
• Tatum, B. D. (2003). *Why are all the Black kids sitting together in the cafeteria?: And other conversations about race.* Basic Books. |
| 8/23 | | | Tweet graphic image with discussion questions | |
| 8/28 | Who are we as readers? As teachers? Becoming teachers  
1. Christenbury chapters 1, 2, 4  
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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1. Reading journal | 1. Reading journal |  
| 8/30  | Annotation                    | 2. Chapter 3 from *Content Area Literacy: An Integrated Approach*. |
| 9/6   | Annotation                    | 1. IRIS Module: Teaching English Language Learners: Effective Instructional Practices  
https://iris.peabody.vanderbilt.edu/module/ell/  
2. Group research on ELL programs (immersion bilingual education, English as a second language (ESL or ELL or EFL, etc.), transitional bilingual education, developmental bilingual education, or two-way bilingual education) |
<p>| 9/11  | Supporting ELL students       | 2. Reading journal |
|       |                                | 3. Student twitter chat |</p>
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<thead>
<tr>
<th>Date</th>
<th>Page</th>
<th>Task</th>
<th>Reading Material</th>
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3. Excerpt from *What Does it Mean to be White?*  
| 4/9/13 |  |  | Reading journal |
| 5/9/18 | 2 | Foundations of teaching literature | *Probst, Chapters 1-4* |
|  |  | Transactional theory | **Rosenblatt, Ch. 1 & 3.** (1 is long & dense- Chapters 2 & 7 explain concepts more if you struggle with chapter 1)  
|  |  | Discuss literature reviews | Reading journal |
|  |  |  | Reading journal |

**Foundations of teaching literature:**  
**Reading journal:**  
**Annotation:**
<p>| 6 | 9/27 | Reading journal |<br />
| | | Reading journal | |</p>
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<tr>
<th>Date</th>
<th>Task</th>
<th>Reading 1</th>
<th>Reading 2</th>
<th>Reading 3</th>
<th>Reading 4</th>
</tr>
</thead>
</table>
| 7    | 10/4 | Literature, 56(1), 14-17.  
| 8    | 10/9 | Lesson Planning for All Students  
| 8    | 10/11 | Unit Building  
1. Christenbury, Ch. 5  
|   | 9/10/16 | 9/10/16 | Assessment | 1. Probst, Ch. 9  
http://www.nwp.org/  

2. **Teaching Group 1 lesson plan**  
We will work with these in class-  

|   | 9/10/18 |   |   |   | Literature Review due at midnight  

|   | 10/23 |   | YA Novels | 1. *The Hate U Give*  
2. Probst Ch. 6  
3. Evans-Winters, Venus E., and Jennifer Esposito. "Other people's daughters: Critical race feminism and Black girls' | 1. Read Like an English Teacher (RLAET)  
2. **Teaching Group 1**  
3. **Teaching Group 2**  
- Love, Bettina L. *Hip hop’s lil’ |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Lesson Plan</th>
<th>Notes</th>
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</table>
| 11   | 10/30| Novels: World Literature | 1. *Things Fall Apart*  
3. Appleman, Ch. 6, Postcolonial Theory | 1. RLAET  
2. Teaching Group 1 reflection  
3. Teaching Group 2  
4. Teaching Group 3 lesson plan  
| 12   | 11/6 | Short Stories | 1. *Lamb to the Slaughter*  
4. Short story assigned by Group 3 | 1. RLAET  
2. Teaching Group 2 reflection  
3. Teaching Group 3  
4. Teaching Group 4 lesson plan  
| 13   | 11/13| Poetry | 1. *Strange Fruit* by Billie Holliday  
2. *Old Maids* by Sandra Cisneros Somers, *Teaching Poetry in High School Poetry group* - you may teach these poems, or choose new ones. If you do the latter, bring them to class. | 1. RLAET  
2. Teaching Group 4  
3. Teaching Group 3 reflection  
4. Teaching Group 5 lesson plan  
www.weneeddiversebooks.org |
| 13   | 11/15|                 | Twitter Chat                                                               |                                                                       |
| 14   |      | Thanksgiving Break 11/20-11/24, no class |                                                                       |                                                                       |
2. Appleman, D. (2015). What’s class got to do with it?: Reading literature through the lens | 1. RLAET  
2. Teaching Group 4 reflection  
| 16 | 12/4 | Nonfiction; documentaries | 1. Christenbury & Lindblom, Ch. 6 (nonfiction- not in older editions)  
5. Non-fiction text(s) as assigned by Group 6 | 1. RLAET (on a nonfiction text of your choosing)  
2. Teaching Group 6  
3. Teaching Group 5 reflection | Common Core State Standards: Reading Informational Text |
| Final | 12/12 | Research presentations; final reflections | 1. Completed Unit Plan  
2. Teaching Group 6 reflection |  
3. Teaching Group 5 reflection |