

## 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<sup>1</sup>, Assistant Professor of English Education

You can call me Summer or Dr. Pennell: no Miss, Mrs., or Ms. please.

**Contact:** email, [spennell@truman.edu](mailto: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>
2. Appleman, D. (2015). Critical encounters in high school English: Teaching literary theory to adolescents (3rd Ed.). New York: Teachers College Press.

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<sup>1</sup> 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.

3. Smagorinsky, P., Whiting, M. E., & Conference on English Education. (1995). *How English teachers get taught: Methods of teaching the methods class*. Urbana, Ill.: National Council of Teachers of English.
4. Zeichner, K. M. (2009). *Teacher education and the struggle for social justice*. New York: Routledge.

**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)

- Robert Probst, *Response and Analysis: Teaching Literature in Secondary School*
- 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, Kerry 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
- *Lamb to the Slaughter* by Roald Dahl <http://www.classicshorts.com/stories/lamb.html>
- *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](mailto: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."
- See the conduct code for more information: <http://www.truman.edu/wp-content/uploads/2014/02/CHAPTER-8-REVISED-August-1-2015.pdf>.
- 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](mailto: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](mailto: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

Assignment	Description	% of Final Grade	Due Date(s)
Student book chat	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.	10	Sept. 6, midnight
Reading journals	Journals: Choose 2 reading each class- 1 from each section- (except teaching text days) to write 1 page max: <ol style="list-style-type: none"> <li>1. Summary/ main points</li> <li>2. Your own analysis &amp; reflection</li> <li>3. 2-3 discussion questions</li> </ol> <b>Please talk to each other so that all readings are represented.</b>	10	Mondays <b>except</b> when RLAET is due
Resource sharing	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 & unit plan.	5	10/2
Twitter	<ol style="list-style-type: none"> <li>1. Create a twitter account you will use professionally (or use an existing account).</li> <li>2. Tweet at least twice per week using #TSUEnglishMAE</li> <li>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.</li> </ol>	10	Twitter chat reflection due Nov. 15 at midnight
Read like an English Teacher	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.	15	Mondays starting 10/16
Teaching practice	You will choose a literary style to create a collaborative lesson plan and implement in class. You will: <ul style="list-style-type: none"> <li>• Create a 45-60 minute lesson plan and turn in to me 1 week prior for feedback</li> <li>• Teach the lesson in class</li> <li>• 1 page individual, critical reflection on lesson</li> </ul>	20	Varies, starting 10/16
Theory-Informed Unit Plan	<b>Part 1: Annotated Bibliography (20% of total)</b> <ul style="list-style-type: none"> <li>• Pick a narrow topic of interest to you within the broad framework of teaching literature.</li> <li>• 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.</li> </ul> <b>Part 2: Literature Review- (30% of total)</b> 5 pages synthesizing your research <b>Part 3: 2-4 week Unit Plan (50% of total)</b> Your plan should include: 1) rationale (from your lit review) 2) calendar listing aligned daily objectives, 3) 2 full lesson plans, 4) Multimodal assessment	30	<b>Weds 8/30-10/11, 5 pm</b>  <b>Wed Oct. 18, midnight</b>  <b>Tues 12/12 3:30- 5:20</b>

**Course Calendar (subject to change)**

	Date	Topics/ Activities	Readings Due	Assignments Due	Motivations
1	8/21	<ul style="list-style-type: none"> <li>• Course introduction</li> <li>• Planning discussions for HS students</li> </ul>	<ul style="list-style-type: none"> <li>• <i>American Born Chinese</i></li> <li>• Christenbury, Ch. 9 (questioning)</li> <li>• Schieble, Melissa. "Reading Images in American Born Chinese through Critical Visual Literacy." <i>English Journal</i> 103.5 (2014): 47-52. NCTE. Web. 27 Jan. 2016.</li> <li>• Kuo, N. H., &amp; Alsup, J. (2010). "Why Do Chinese People Have Weird Names?" <i>The Challenges of Teaching Multicultural Young Adult Literature</i>. <a href="http://scholar.lib.vt.edu/ejournals/ALAN/v37n2/kuo.html">http://scholar.lib.vt.edu/ejournals/ALAN/v37n2/kuo.html</a></li> </ul>	1. Write 5 discussion questions on <i>ABC</i> for HS students, submit on Blackboard	<ul style="list-style-type: none"> <li>• Delpit, L. D. &amp; Dowdy, J. K. (Eds). (2008). <i>The skin that we speak: Thoughts on language and culture in the classroom</i>. New York: New Press.</li> <li>• Tatum, B. D. (2003). <i>Why are all the Black kids sitting together in the cafeteria?: And other conversations about race</i>. Basic Books.</li> </ul>
1	8/23			Tweet graphic image with discussion questions	
2	8/28	<ul style="list-style-type: none"> <li>• Who are we as readers? As teachers?</li> <li>• Becoming teachers</li> </ul> 	1. Christenbury chapters 1, 2, 4 2. Optional (and to keep in mind when you start teaching) <i>The First Year</i> <a href="http://www.learnnc.org/lp/editions/firstyear/contents">http://www.learnnc.org/lp/editions/firstyear/contents</a> <b>Do your reading journal on a Christenbury chapter</b> 	1. Reading journal	<ul style="list-style-type: none"> <li>• Johnson, J. D. (2012). "A Rainforest in Front of a Bulldozer": The Literacy Practices of Teacher Candidates Committed to Social Justice. <i>English Education</i>, 44(2), 147-179.</li> <li>• Zeichner, K. M. (2009). <i>Teacher education and the struggle for social justice</i>. New York: Routledge.</li> <li>• Hackman, H. (2005). Five essential components for social justice education. <i>Equity &amp; Excellence in Education</i>, 38, 103-109.</li> </ul>

	8/28	Literature & Social Justice  <b>Guest lecture: Cody Miller</b>	<ul style="list-style-type: none"> <li>• Selvester, P. &amp; Summers, D. (2012). Reading Powerfully. In <i>Socially responsible literacy: Teaching adolescents for purpose and power</i>, (pp. 116-133). New York: Teachers College Press.</li> <li>• Alsup, J. (2015). Literature and social action: Can reading change what we do? In J. Alsup <i>A case for teaching literature in the secondary school: Why reading fiction matters in an age of scientific objectivity and standardization</i>. Routledge.</li> <li>• Wolk, S. (2009). Reading for a better world: Teaching for social responsibility with young adult literature. <i>Journal of Adolescent &amp; Adult Literacy</i>, 52(8), 664-673.</li> </ul>	1. Reading journal	•
2	8/30			Annotation	
3	9/3	No class			
3	9/6			Annotation Student twitter chat	
4	9/11	Supporting ELL students	<ol style="list-style-type: none"> <li>1. IRIS Module: Teaching English Language Learners: Effective Instructional Practices <a href="https://iris.peabody.vanderbilt.edu/module/ell/">https://iris.peabody.vanderbilt.edu/module/ell/</a></li> <li>2. Chapter 3 from <i>Content Area Literacy: An Integrated Approach</i>.</li> <li>3. DelliCarpini, M. (2008). Success with ELLs: Modifying Lessons for English Language Learners. <i>The English Journal</i>, 98(2), 98-101</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading journal</li> <li>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)</li> </ol>	

4	9/11	Literature & identity	<ol style="list-style-type: none"> <li>1. Ladson Billings, G. (2006). Yes but how do we do it?: Practicing culturally relevant pedagogy. In <i>White teachers/diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism</i>. Sterling, VA: Stylus Publishing.</li> <li>2. Pennell, Summer. (2016). Transitional memoirs: Reading with a Queer Cultural Capital Model. In S. Miller (Ed.) <i>Teaching, Affirming, and Honoring Trans and Gender Creative Youth: A Queer Literacy Framework</i> (pp. 199-230). New York: Palgrave Macmillan.</li> <li>3. Excerpt from <i>What Does it Mean to be White?</i></li> <li>4. Alexie, S. (2011) Why the best kids' books are written in blood.</li> </ol>	Reading journal	<ul style="list-style-type: none"> <li>• Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race Ethnicity and Education</i>, 8(1), 69-91.</li> <li>• Delpit, L. D. &amp; Dowdy, J. K. (Eds). (2008). <i>The skin that we speak: Thoughts on language and culture in the classroom</i>. New York: New Press.</li> <li>• Tatum, B. D. (2003). <i>Why are all the Black kids sitting together in the cafeteria?: And other conversations about race</i>. Basic Books.</li> </ul> <p>Jennings, K. <i>One Teacher in Ten</i>.</p>
4	9/13			Annotation	
5	9/18	Foundations of teaching literature	Probst, Chapters 1-4	Reading journal	
		<p>Transactional theory</p> <p>Discuss literature reviews</p>	<ul style="list-style-type: none"> <li>• Rosenblatt, Ch. 1 &amp; 3. (1 is long &amp; dense- Chapters 2 &amp; 7 explain concepts more if you struggle with chapter 1)</li> <li>• Beach, R., Thein, A. H., &amp; Parks, D. (2008). Responding to the influence of social worlds on characters and readers. In <i>High school students' competing social worlds: Negotiating identities and allegiances in response to multicultural literature</i>, (pp. 65-84). New York: Lawrence Erlbaum Associates.</li> </ul>	Reading journal	

5	9/20			Annotation	
6	9/25	Critical literacy  <b>Possible guest lecture: Dr. Ashley Boyd</b>	<ol style="list-style-type: none"> <li>1. Luke, A. (2012). Critical Literacy: Foundational Notes. <i>Theory Into Practice</i>, 51(1), 4-11.</li> <li>2. Aukerman, M. (2012). "Why Do You Say Yes to Pedro, but No to Me?" Toward a Critical Literacy of Dialogic Engagement. <i>Theory Into Practice</i>, 51(1), 42-48.</li> <li>3. Ashcraft, C. (2012). But How Do We Talk About It?: Critical Literacy Practices for Addressing Sexuality With Youth. <i>Curriculum Inquiry</i>, 42(5), 597-628.</li> </ol>	Reading journal	<ul style="list-style-type: none"> <li>• Janks, H. (2000). Domination, access, diversity and design: A synthesis for critical literacy education. <i>Educational review</i>, 52(2), 175-186.</li> <li>• Luke, A. (2000). Critical literacy in Australia: A matter of context and standpoint. <i>Journal of adolescent and adult literacy</i>, 43(5), 448-461.</li> </ul>
			<p>Janks, H., Dixon, K., Ferreira, A., Granville, S., &amp; Newfield, D. <i>Doing critical literacy: Texts and activities for students and teachers.</i></p> <p><b>Read the intros to the chapters, skim through the activities.</b></p>	Reading journal	
6	9/27			Annotation	
7	10/2	New Literacies	<ol style="list-style-type: none"> <li>1. Gee, J. (2015). Discourses and literacies. In <i>Social linguistics and literacies: Ideology in discourses</i></li> <li>2. Purcell-Gates. (2008). "...As soon as she opened her mouth!": Issues of language literacy, and power. In Delpit, L. D. &amp; Dowdy, J. K. (Eds). <i>The skin that we speak: Thoughts on language and culture in the classroom</i>, (pp. 121-141). New York: New Press.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading journal</li> <li>2. Resource sharing</li> </ol>	<p>The New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. <i>Harvard educational review</i>, 66(1), 60-93.</p> <p>Street, B. V. (1995). <i>Social literacies: Critical approaches to literacy in development, ethnography and education.</i> London; New York: Longman</p>
			<ol style="list-style-type: none"> <li>1. Gainer, J. (2012). Critical Thinking: Foundational for Digital Literacies and Democracy. <i>Journal of Adolescent &amp; Adult</i></li> </ol>	1. Reading journal	

			<p><i>Literacy</i>, 56(1), 14-17.</p> <p>2. Kellner, D., &amp; Share, J. (2005). Toward critical media literacy: Core concepts, debates, organizations, and policy. <i>Discourse: Studies in the cultural politics of education</i>, 26(3), 369-386.</p> <p>3. Johnson, A., Augustus, L., &amp; Agiro, C. (2012). Beyond Bullying: Pairing Classics and Media Literacy. <i>English Journal</i>, 101(6), 56-63.</p>		
7	10/4			1. Annotation	
8	10/9	Lesson Planning for All Students	<p>1. Perry, M., Wessels, A., &amp; Wager, A. C. (2013). From Playbuilding to Devising in Literacy Education: Aesthetic and Pedagogical Approaches. <i>Journal of Adolescent &amp; Adult Literacy</i>, 56(8), 649-658.</p> <p>2. Park, J. Y. (2012). A Different Kind of Reading Instruction: Using Visualizing to Bridge Reading Comprehension and Critical Literacy. <i>Journal of Adolescent &amp; Adult Literacy</i>, 55(7), 629-640.</p> <p>3. FitzPatrick, D. (2008). Constructing complexity: Using reading levels to differentiate reading comprehension activities. <i>English Journal</i>, 98(2), 57-63.</p>	2. Reading journal	Smagorinsky, P., Whiting, M. E., & Conference on English Education. (1995). <i>How English teachers get taught: Methods of teaching the methods class</i> . Urbana, Ill.: National Council of Teachers of English.
		Unit Building	<p>1. Christenbury, Ch. 5</p> <p>2. Avila, J., &amp; Moore, M. (2012). Critical Literacy, Digital Literacies, and Common Core State Standards: A Workable Union?. <i>Theory Into Practice</i>, 51(1), 27-33.</p>	1. Reading journal	Schieble, M. (2012). Critical Conversations on Whiteness With Young Adult Literature. <i>Journal of Adolescent &amp; Adult Literacy</i> , 56(3), 212-221.
8	10/11			1. Annotation	

9	10/16	Assessment	<ol style="list-style-type: none"> <li>1. Probst, Ch. 9</li> <li>2. Gorlewski, J. (2008). "Formative Assessment: Can You Handle the Truth?" <i>The English Journal</i>, 98(2), 94-97.</li> <li>3. Vaca, J., Lapp, D., &amp; Fisher, D. (2011). Designing and assessing productive group work in secondary schools. <i>Journal of Adolescent &amp; Adult Literacy</i>, 54(5), 372-375.</li> <li>4. Holdren, T. S. (2012). Using Art to Assess Reading Comprehension and Critical Thinking in Adolescents. <i>Journal of Adolescent &amp; Adult Literacy</i>, 55(8), 692-703.</li> </ol>	2. Reading journal	National Writing Project <a href="http://www.nwp.org/">http://www.nwp.org/</a>
9	10/16	Collaboration and trying other disciplines	<ol style="list-style-type: none"> <li>1. Bull, K. B., &amp; Dupuis, J. B. (2014). Nonfiction and interdisciplinary inquiry: Multimodal learning in English and biology. <i>English Journal</i>, 103(3), 73.</li> <li>2. Czajkowski, K. G. (1997). Put the egg back together again: English through other disciplines. <i>The English Journal</i>, 86(7), 91-97.</li> <li>3. Peker, N., &amp; Mcaskill, B. (2014). "To Be English, Math, and History": A Multidisciplinary Project for Students and Teachers. <i>English Journal</i>, 103(3), 48.</li> <li>4. Pennell &amp; Fede (2017). Reading the math on marriage equality: Social justice lessons in middle school</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading journal</li> <li>2. <b>Teaching Group 1 lesson plan</b></li> </ol> <p>We will work with these in class- <a href="https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards-update/2015-2016-missouri-learning">https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards-update/2015-2016-missouri-learning</a></p>	Pennell, S. (2016). <i>Queering the Curriculum: Critical Literacy and Numeracy for Social Justice</i> ,
9	10/18			Literature Review due at midnight	
10	10/23	YA Novels	<ol style="list-style-type: none"> <li>1. <i>The Hate U Give</i></li> <li>2. Probst Ch. 6</li> <li>3. Evans-Winters, Venus E., and Jennifer Esposito. "Other people's daughters: Critical race feminism and Black girls'</li> </ol>	<ol style="list-style-type: none"> <li>1. Read Like an English Teacher (RLAET)</li> <li>2. <b>Teaching Group 1</b></li> <li>3. <b>Teaching Group 2</b></li> </ol>	<ul style="list-style-type: none"> <li>• Hill. <i>Black feminist thought: Knowledge, consciousness, and the politics of empowerment.</i></li> <li>• Love, Bettina L. <i>Hip hop's li'l</i></li> </ul>

			education." <i>The Journal of Educational Foundations</i> 24.1/2 (2010): 11	<b>lesson plan</b>	<i>sistas speak: Negotiating hip hop identities and politics in the new South.</i> New York, NY: Peter Lang, 2012.
11	10/30	Novels: World Literature	<ol style="list-style-type: none"> <li>1. <i>Things Fall Apart</i></li> <li>2. Thier, M. (2013). Cultural Awareness Logs: A Method for Increasing International-Mindedness among High School and Middle School Students. <i>English Journal</i>, 102(6), 46-53</li> <li>3. Appleman, Ch. 6, Postcolonial Theory</li> </ol>	<ol style="list-style-type: none"> <li>1. RLAET</li> <li>2. <b>Teaching Group 1 reflection</b></li> <li>3. <b>Teaching Group 2</b></li> <li>4. <b>Teaching Group 3 lesson plan</b></li> </ol>	Beach, R., Thein, A. H., & Parks, D. (2008). <i>High school students' competing social worlds: Negotiating identities and allegiances in response to multicultural literature.</i> New York, NY: Lawrence Erlbaum Associates.
12	11/6	Short Stories	<ol style="list-style-type: none"> <li>1. <i>Lamb to the Slaughter</i></li> <li>2. De Beauvoir, S. (2005). Woman as Other. In McCleod, S., Jarvis, J. &amp; Spear, S. (Eds.) <i>Writing about the World</i> [3<sup>rd</sup> Edition], (pp. 193-201). Boston: Thomas Wadsworth.</li> <li>3. Appleman, D. (2015). The social construction of gender: A lens of one's own. In <i>Critical encounters in high school English: Teaching literary theory to</i> (pp. 67-85)</li> <li>4. <b>Short story assigned by Group 3</b></li> </ol>	<ol style="list-style-type: none"> <li>1. RLAET</li> <li>2. <b>Teaching Group 2 reflection</b></li> <li>3. <b>Teaching Group 3</b></li> <li>4. <b>Teaching Group 4 lesson plan</b></li> </ol>	Villaverde, L. (2008). Feminist pedagogy and activism. In <i>Feminist theories and education</i> (pp. 119-142). New York, NY: Peter Lang.
13	11/13	Poetry	<ol style="list-style-type: none"> <li>1. <i>Strange Fruit</i> by Billie Holliday</li> <li>2. <i>Old Maids</i> by Sandra Cisneros</li> </ol> <p>Somers, <i>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.</i></p>	<ol style="list-style-type: none"> <li>1. RLAET</li> <li>2. <b>Teaching Group 4</b></li> <li>3. <b>Teaching Group 3 reflection</b></li> <li>4. <b>Teaching Group 5 lesson plan</b></li> </ol>	<a href="http://www.weneddiversebooks.org">www.weneddiversebooks.org</a>
13	11/15			Twitter Chat	
14	<b>Thanksgiving Break 11/20- 11-24, no class</b>				
15	11/27	Plays & the canon  <b>Possible guest</b>	<ol style="list-style-type: none"> <li>1. Shakespeare, W. (1597). <i>Romeo and Juliet</i>.</li> <li>2. Appleman, D. (2015). What's class got to do with it?: Reading literature through the lens</li> </ol>	<ol style="list-style-type: none"> <li>1. RLAET</li> <li>2. <b>Teaching Group 4 reflection</b></li> </ol>	1. Sarigianides, S. T. (2012). Tensions in Teaching Adolescence/ts: Analyzing

15	11/ 27	<p><b>lecture:</b> <b>Dr. Jeanne Dyches</b></p> <p>Plays &amp; the canon</p>	<p>of privilege and social class. In <i>Critical encounters in high school English: Teaching literary theory to adolescents</i> (2nd ed.), (pp. 52-66). New York: Teachers College Press.</p> <p>3. Bissonnette, J. D., &amp; Glazier, J. (2016). <i>A Counterstory of One's Own</i>. <i>Journal of Adolescent &amp; Adult Literacy</i>.</p>	<p><b>3. Teaching Group 5</b> <b>4. Teaching Group 6 lesson plan</b></p>	<p>Resistances In A Young Adult Literature Course. <i>Journal of Adolescent &amp; Adult Literacy</i>, 56(3), 222-230.</p> <p>2. Blazar, D. (2011). Using Theater to Engage Cultural Identity: Implications for Students and Teachers. <i>English Education</i>, 43(3), 293-303. Johnson</p>
16	12/4	<p>Nonfiction; documentaries</p>	<p>1. Christenbury &amp; Lindblom, Ch. 6 (nonfiction- not in older editions)</p> <p>2. Phelps, S. (2010). Critical Literacy: Using Nonfiction to Learn About Islam, <i>Journal of Adolescent &amp; Adult Literacy</i>, 54(3), 190-198.</p> <p>3. Ansbach, J. (2012). Long-Term Effects of Bullying: Promoting Empathy with Nonfiction. <i>English Journal</i>, 101(6), 87-92.</p> <p>4. Polleck, J. (2016). Using Nonfiction to Advocate for Change. <i>English Journal</i>, 105(4), 55-62.</p> <p><b>5. Non-fiction text(s) as assigned by Group 6</b></p>	<p>1. RLAET (on a nonfiction text of your choosing) <b>2. Teaching Group 6</b> <b>3. Teaching Group 5 reflection</b></p>	<p>Common Core State Standards: Reading Informational Text</p>
Final	12/ 12  3:30 - 5:20		<p>Research presentations; final reflections</p>	<p>1. Completed Unit Plan <b>2. Teaching Group 6 reflection</b></p>	