

## Syllabus: English 468

**Course Title:** The Teaching of Literature

**Class Time and Place:** Thursday 5:00-7:50; D. Vickers, Room 319

**Catalog Description:** Credit 3 hours. Prerequisites: Two 300/400-level ENGL literature courses. This course prepares English Education majors to become effective teachers of literature at the secondary level. Students will explore the methods and literary texts vital to a secondary school curriculum in Language Arts. Students will also develop teaching materials appropriate for use in the high school classroom. Significant field experiences will include educational interactions with students. One to two hours of laboratory per week.

**Course Rationale:** Knowing what to teach is only half the battle of knowing how to teach. This course will explore current research and methodology necessary to become a model English teacher. It will help you develop strategies for creating, shaping, and completing lessons and units with a particular purpose and for a specific audience.

### Rental Texts:

Roberts, Edgar V. and Henry E. Jacobs, eds. Literature: An Introduction to Reading and Writing. 7<sup>th</sup> ed. Upper Saddle River: Prentice Hall, 2004.

Maxwell, Rhoda J. and Mary Jordan Meiser. Teaching English in Middle and Secondary Schools. 4th ed. Upper Saddle River: Prentice Hall, 2005.

### Resale Texts:

Olson, Carol Booth. The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom. Boston: Pearson Education, 2003.

Out of the Dust by Karen Hesse

Bud, Not Buddy by Christopher Paul Curtis

The Giver by Lois Lowry

You will also be expected to read scholarly journals including English Journal and Voices from the Middle.

**Recommended Texts:** Praxis II Study Guide and Holman's A Handbook to Literature

**Content Outline:** This course is designed to help you prepare to teach English/Language Arts at the middle school and high school levels. Throughout our study you will reflect on yourself as student and teacher in the English classroom. You will complete a field experience, including an analytical observation log as well as plan and prepare instructional units using SLU guidelines and format. You will also simulate classroom teaching and evaluate your teaching and that of others. Through the reading of professional journals and books as well as through dialogue with professional educators you will analyze and apply theories of teaching and learning English/Language Arts.

**Course Objectives:** By the end of the semester the student will be able to:

- Guide their own students in reading different literary genres for a variety of purposes, applying appropriate skills and strategies in order to understand and critique what they read. (SM, CK)
- Guide their own students in examining and analyzing some of the major ideas and themes in literature. (SM, CK)

- Use a variety of assessment strategies to analyze and evaluate student performance in reading, interpreting, writing, speaking, and listening. (SM)
- Develop criteria for analyzing reading material appropriate for the adolescent reader. (PS)
- Create an environment in order to support language arts learning among diverse students with individual needs. (SM, D)
- Become familiar with technology, professional resources, trade books and other materials related to the teaching of literature in today's classrooms. (PS, T)
- Develop individual resources—from lesson plans to classroom strategies—for teaching literature. (SM)
- Explore current theories and practices in the teaching of literature. (CK, PS)
- Use literature to promote students' literary understanding and writing development. (SM)
- Use writing as a tool for assessment in teaching literature. (CK, SM)
- Relate Louisiana State Content Standards and Benchmarks to lesson plans. (PS)

**Instructor Objectives:** In this course the student will:

- Analyze the relationship of English language arts to other disciplines and to the broader exploration of the human condition. (KL)
- Read and interpret literature and determine methods and strategies for teaching that literature. (CK, SM)
- Examine the Standards for the English Language Arts developed by the National Council of Teachers of English and the International Reading Association and the Academic Content Standards designed by the Louisiana Department of Education and develop practical applications of these standards in action. (SM, PS)
- Explore issues of multicultural diversity, gender, exceptionality, and at-risk students in curriculum development. (D)
- Identify current trends and research in teaching secondary English, including the writing process, technology, and reader response. (SM, PS, T)
- Determine appropriate and effective methods of assessment that determine student understanding and provide instructional feedback or program evaluation as well as appropriate intervention strategies. (SM, PS)
- Identify and use various strategies of teaching problem solving, critical thinking, and application skills, as well as real-life contexts. (SM)
- Discover many opportunities for future professional growth including the National Council of Teachers of English, National Writing Project, and the International Reading Association. (PS)
- Select and integrate processes, attitudes, and content of the English language arts discipline appropriate for learners with a wide range of abilities, socioeconomic, and ethnic backgrounds in grades 7-12. (SM, D)
- Identify instructional goals and examine methodology, strategies, resource materials including films and other non-print media, and instructional technology and learn how to select those materials best suited for a given teaching and learning situation. (SM, PS, T, D)
- Model standard English usage in all spoken and written communications. (CK)

