

MURRAY STATE UNIVERSITY

Revised 9/15

DEPARTMENT: English and Philosophy

COURSE PREFIX: ENG **COURSE NUMBER:** 435 **CREDIT HOURS:** 3

I. TITLE: TEACHING LITERATURE IN SECONDARY SCHOOLS

II. COURSE DESCRIPTION AND PREREQUISITES:

Background and readings in literature commonly read and studied in secondary schools; emphasis on contemporary young adult literature. May include study of the novel, short story, poetry, drama, and nonfiction. Prerequisites: ENG 329 and senior status or permission.

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of course objectives listed below. Following each objective, and enclosed in parenthesis, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS), the National Council of Teachers of English Standards for the English Language Arts (NCTE), International Literacy Association standards for Middle and High School Teachers (ILA) and the InTASC standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. evaluate the connection between literature and the young adult reader (KTS #1,2,3 NCTE # 1, 2, 3, 4 ILA # 1, 4, 6 InTASC # 1, 2, 4);
- B. identify major trends in high school young adult literature instruction (KTS #1,2,9 NCTE 1,2 ILA # 1, 2,5,6 InTASC # 1, 2, 4);
- C. identify approaches commonly used in teaching secondary school literature (KTS #1, 2, 4, 6 NCTE #1, 3, 5 ILA # 1, 2, 3, 4, 5 In TASC # 1, 2, 3, 4, 5, 6, 7, 8);
- D. design appropriate learning experiences using literature (KTS# 1,2, 4, 5, 6, 7 NCTE # 1, 2, 3,5, 6 ILA # 1, 2, 3, 4 InTASC # 1, 2, 4, 5, 6, 7,8);
- E. select and differentiate materials, both canonical and non-canonical for instruction (KTS # 1,2,3,4,5 NCTE # 1, 3, ILA # 1, 2, 3, 4 InTASC # 1, 2, 4, 7, 8).

IV. CONTENT OUTLINE:

Through reading, writing, and discussion, students will explore theories and techniques regarding teaching young adults to read and comprehend literature. A wide range of genres will be examined (see II above).

V. INSTRUCTIONAL ACTIVITIES:

The course consists of a variety of learning experiences, including student presentations, research, preparation of learning materials, discussion, and brief lectures when needed. The class is often conducted as a workshop, and is participatory and collaborative. We will discuss the assigned readings as well as work alone and in small and large groups on reading, writing and teaching skills.

VI. FIELD, CLINICAL, AND LABORATORY EXPERIENCES:

Students will do extensive work in Murray State University's library as well as on-line research in the course of preparing written projects. Depending on the nature of the

topic, students will very likely be using other field, clinical, and/or laboratory experiences in conducting research.

VII: TEXTS AND RESOURCES:

The Following books are required reading and can be purchased at one of the bookstores, or as an e-book. In any case, please bring the book to class when it is scheduled on the calendar.

Cormier, R. (1988) *The Chocolate War*

Chbsoky, S. (2012) *The Perks of Being a Wallflower*

Hopkins, E. (2008) *Crank*

Hosseni, K. (2004) *The Kite Runner*

Keenan, R. (1989) *A Visitation of Spirits*

Lee, H. (1960) *To Kill a Mockingbird*

Pinsky, R. (1998) *The Sounds of Poetry*

Rosenblatt, L. (1995) *Literature as exploration* (5th ed.). NY: Modern Language Assoc. of America.

VIII. EVALUATION AND GRADING:

The course grade will be determined by your grades on a variety of assignments (where necessary, more detail to follow):

- a) Presentations: Students will present the following:
 - 1) Teaching Information Texts: Find an information text of choice and make a presentation on teaching it to a high school class
 - 2) Teaching a Short Story: Find a short story of choice and make a presentation on teaching it to high school class
 - 3) Pedagogy Presentation—An oral presentation of the highlights of the final paper.
- b) Written Project: There are two written projects for the course:
 - 1) Response Papers—At the beginning of each class period, Students will respond to a writing prompt based upon the day's reading assignment. Essentially, it's a semi-structured free writing of about one page.
 - 2) Discussion Papers: Each student will choose one of the texts listed below with the purpose of writing a three-page (approx.) discussion paper. Students can write about any aspect of the work with the objective of promoting discussion in the class. Bring copies of discussion papers for the entire class. Here are the books from which to choose:
 - a. The Chocolate War _____
 - b. To Kill a Mockingbird _____
 - c. A Visitation of Spirits _____
 - c. The Perks of Being a Wallflower _____
 - d. Crank _____
 - e. The Kite Runner (2) _____
 - 3) Pedagogy Papers: This is the culminating project for the course. Choose a topic related to teaching high school literature and conduct library-based

research on it. Topics must be approved. Prepare an oral presentation on the findings of the research conducted. Students will receive more information later in the course.

c) Due Dates: Assignments should be handed in on time. Unexcused late work will be downgraded at the rate of one letter grade per *calendar* day, excluding weekends.

d) Assignment weights in final course grade:

Presentations	30%
Discussion Paper	15%
Pedagogy Paper	25%
Response Papers	15%
Participation and Homework	15%

A= 90% <

B= 80-89%

C= 70-79%

D= 60-69%

E= >60%

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

Regular class attendance is vital to academic success. Except in truly extraordinary circumstances, missing more than 10% of scheduled class sessions may result in a lowering of your course grade; missing more than 25% of scheduled class sessions will result in automatic failure of the course.

According to the University Bulletin, the following absences qualify as excused:

1. Absence due to personal illness or death in the immediate family or other extraordinary personal circumstance. Faculty may require appropriate authentication or documentation.
2. Absence due to student participation in a University Sanctioned Event in which the student serves as a representative of the institution. University Sanctioned Events shall include those officially scheduled activities (practice and training sessions NOT included) related to intercollegiate athletics, performing groups, and teams who represent the university in debate, forensics or other academic competitions.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:
Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING**