ENGLISH 4321.010: Teaching Literature in the Secondary Schools  
Spring 2018

Instructor: Mrs. Laura Behrens  
Office: A001D  
Phone: 486-5472  
E-mail: lbehrens@angelo.edu  
Class Times and Office Hours:

Monday  
1:00-2:30 OH

Tuesday  
8:00-9:15  ENGL 4321.010  
9:30-12:00 OH

Thursday  
8:00-9:15  ENGL 4321.010  
9:30-12:00 OH

Other times available by appointment 24 hours in advance

COURSE DESCRIPTION

4321 Teaching Literature in the Secondary Schools (3-0). A survey of best practices in teaching literary history and textual analysis in the secondary schools, including an understanding of and practice in the Texas English/Language Arts Standards in reading.

In English 4321, students will be introduced to and experience various approaches, strategies, and processes to support literature instruction in secondary schools. They will also become familiar with the state-mandated reading competencies and will deconstruct the state tests in order to develop lessons for mastering the required competencies. The course will include an opportunity for students to teach the class.

COURSE OBJECTIVES

Students will

- Become familiar with the state standards (TEKS) and assessments for secondary English and use them in planning lessons.
- Experience teaching by planning and teaching themselves.
- Employ best practices for the secondary classroom in lesson development and practice teaching presentations.
- Practice integrating all language arts areas into substantive lesson plans.
- Read and write about information and strategies for teaching.
- Develop lesson plans, teaching materials, assessments, and unit plans.
- Develop age-appropriate tasks and divide them into manageable segments for students.
- Consider various types of assessments of student work and create effective tools for evaluating student work.
- Provide and receive peer feedback.
- Access and integrate technology in planning and instruction.
PREPARING FOR TExES
The Texas Education Agency website offers extensive information and practice for the exam at http://cms.texes-ets.org/prepmaterials/. Students are strongly encouraged to avail themselves of this resource prior to sitting for the exam. While this resource is free, other resources exist for preparation as well.

COURSE SUPPLIES
- Highlighters
- Miscellaneous materials for teaching presentations
- Digital storage that can be accessed in class or outside of class
- Access to copiers, printers, Microsoft Word or compatible program

COURSE TEXTS


ADDITIONAL COURSE REQUIREMENTS

Oral Presentations
During the semester, each student will be required to create oral presentations and present to the class. More specific directions will be given regarding the presentations. Students may wish to use materials in the ASU Curriculum Library for assistance in preparing their curriculum lessons. Students will also be required to document sources used, both from the library and elsewhere. Students should feel free to solicit my help prior to presenting. At the time of the presentation, students will be required to provide copies of all materials for each class member, as well as for the instructor.

Students should back up all computer-generated work in more than one location and prepare materials for the presentations PRIOR to arriving in class.

**No presentations will be rescheduled except by PRIOR notification of DIRE AND DOCUMENTED EMERGENCY.**

Participation in Various Roles
One of the challenges of this course will be the requirement that all students participate in different roles at different times. Sometimes, students will be in the familiar role of college student with the instructor taking the lead in developing the lesson plan, presenting information, and/or leading discussion. At those times, students are expected to take notes, ask questions, and participate in discussion. At other times, students will themselves be taking the role of instructor and will have responsibility for developing the lesson, creating teaching materials, leading the discussion, encouraging other class members’ participation, and assessing the lesson objectives. At other points in the semester, students will be playing the part of younger students who are in a high school classroom; that is, they will be in the position of being taught by the teacher-student for the day. On these days, the “class” will be responsible for doing what the teacher-student has planned and will be asked to evaluate the teacher-student’s lesson.
Formatting
Unless otherwise instructed, work for English 4321 must be word processed and formatted according to MLA guidelines to receive full credit. This includes correct headers, headings, titles, spacing, and font (Times New Roman 12 pt. or Calibri 12 pt.). Refer to Purdue OWL if you are not sure about MLA formatting requirements.

Models
Student work may be used as a model for classroom instruction during this or future semesters.

ACADEMIC HONESTY
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. All work submitted must be the original work of the person submitting it, or the part taken from another author must be appropriately cited. Wholesale duplication of a unit/lesson plan from a website or from a former 4320/4322/4321 student will result in an automatic zero on the assignment. Recycling specific assignments from a previous class will result in an automatic zero as well. Certain assignments will be submitted to Turnitin and will not be graded until they appear both in Blackboard and have been submitted in hard copies.

DISABILITIES
Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

GRADE DETERMINATION
Summary-Response Entries 25%
Lesson plans, assignments, and assessments 25%
Presentations 20%
Final Exam/Multigenre Thematic Unit Plans 30%
Total 100%

OTHER FACTORS AFFECTING FINAL GRADE
Attendance
Because this is a class in which participation is crucial, more than five absences of any sort (excused or unexcused) will result in automatic failure. If you must miss a class, contact a classmate to turn in your work for you and to find out about homework assignments. In addition, you may email an assignment to me as an attachment; an emailed assignment must arrive by the time class begins. Grades taken in class on a day you are absent cannot be made up. Late work will not be accepted.

Make-Up Work for University-related Absences:
Students traveling to university-sponsored events will have the opportunity to make up work within reason (some in-class work simply cannot be made-up). The opportunity to make up work is the student’s responsibility to arrange: (1) notification must be made in writing and in advance of the absence and (2) all work must be completed in what I deem to be a timely manner. To be clear, no arrangements will be made AFTER the absence; all arrangements must be made in advance, and you and I must agree upon a timetable.
**English 4321 Course Syllabus**

**Teaching Literature in the Secondary Schools (3-0).** A survey of best practices in teaching literary history and textual analysis in the secondary schools, including an understanding of and practice in the Texas English/Language Arts Standards in reading.

**GRADE DETERMINATION**

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<tr>
<td>Summary-Response Entries</td>
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<td>Total</td>
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**COURSE TEXTS**


Syllabus is subject to change based on class needs. While this syllabus provides a general overview of the course dates and deadlines, daily lesson plans will provide definitive information. Daily class assignments are posted in Blackboard and remain there throughout the semester.

**Week 1: 1/16 and 1/18**

- What schools do video
- Introductory PowerPoint
- Course Description and Syllabus
- Academic Performance Agreement
- Questions about Course Description and/or Syllabus
- Workshop: Introductory presentation
- Begin critical reading and annotation: *Lord of the Flies*

**Week 2: 1/23 and 1/25**

- Introductory presentations (6/4)
- Introduction to textbook
- Review of MLA formatting
- Writing Summary-Responses – notes about content, structure, and formatting
- Reading: Chapter 2 “The Reader and the Text,” pp. 29-70 and complete annotation

**Week 3: 1/30 and 2/1**

- Workshop: Summary-Response #1
- Summary-Response #1 due beginning of class Thursday, 2/1
- Discuss Chapter 2
- Workshop: TEKS spiral
- Reading: Chapter 3 “The Reader and Other Readers,” pp. 71-100
- Summary-Response #2 due 2/8

**Week 4: 2/6 and 2/8**
• Summary-Response #2 due 2/8
• Discussion of Chapter 3
• Workshop: TEKS spiral
• TEA: STAAR General Information and overview
• STAAR Question analysis
• Reading: Chapter 5 “The Nature of the Genres,” pp 117-147 [Note especially the chapter conclusion – “Other Genres.”]
• Summary-Response #3 due 2/15

Week 5: 2/13 and 2/15
• Summary-Response #3 due 2/15
• Discussion of Chapter 5
• Introduction to scaffolding and overview of requirements and assessment
• Workshop: Poem selection and Introduction materials for scaffolding
• Poem approval by Thursday, 2/15
• Materials for introduction to poem due 2/20
• Reading: Chapter 7 “Visual Literacy,” pp. 182-203
• Summary-Response #4 due 2/22

Week 6: 2/20 and 2/22
• Scaffolded materials for introduction to poem due 2/20
• Workshop: Materials for scaffolded Paraphrasing
• Summary-Response #4 due 2/22
• Discussion of Chapter 7
• Reading: Chapter 9 “Evaluation and Testing,” pp. 231-255
• Summary-Response #5 due 3/1
• ASU WRITERS CONFERENCE – Thursday and Friday

Week 7: 2/27 and 3/1
• Scaffolded materials for Paraphrasing due 2/27
• Workshop: Scaffolded materials for Analysis
• Summary-Response #5 due 3/1
• Discussion of Chapter 9

Week 8: 3/6 and 3/8
• Scaffolded materials for Analysis due 3/6
• Workshop: Scaffolded plans for Review and Assessment – due 3/8
• Nonfiction reading handout
• Introduction to lesson planning document
• Introduction to Virtual Teaching – chapter assignments
• Workshop: Virtual Teaching presentation: lesson plan, materials, assessment

SPRING BREAK – MARCH 12-16

Week 9: 3/20 and 3/22
• Workshop: Virtual Teaching demonstration: lesson plan, materials, assessment tools
• Introduction to Multigenre Six-Weeks Teaching Unit

Week 10: 3/27 and 3/29
• Virtual Teaching demonstrations – Chapters 1-2 of *Lord of the Flies*
• Workshop: Virtual Teaching Lesson or Multigenre Six-Weeks Teaching Unit

**Monday, April 2 – Last day to drop or withdraw from the university**

**Week 11: 4/3 and 4/5**
• Virtual Teaching demonstrations – Chapters 3-4 of *Lord of the Flies*
• Workshop: Virtual Teaching Lesson or Multigenre Six-Weeks Teaching Unit

**Week 12: 4/10 and 4/12**
• Virtual Teaching demonstrations – Chapters 5-6 of *Lord of the Flies*
• Workshop: Virtual Teaching Lesson or Multigenre Thematic Teaching Unit

**Week 13: 4/17 and 4/19**
• Virtual Teaching demonstrations – Chapters 7-8 of *Lord of the Flies*
• Workshop: Virtual Teaching Lesson or Multigenre Thematic Teaching Unit

**Week 14: 4/24 and 4/26**
• Virtual Teaching demonstrations – Chapters 9-10 of *Lord of the Flies*
• Workshop: Virtual Teaching Lesson or Multigenre Thematic Teaching Unit

**Week 15: 5/1 and 5/3**
• Virtual Teaching demonstrations – Chapters 11-12 of *Lord of the Flies*
• Workshop: Multigenre Thematic Teaching Unit

**Week 16: 5/8**
• Final Exam – Tuesday, 5/8 – 8:00-10:00
• Multigenre Thematic Teaching Unit due