



ANGELOSTATE UNIVERSITY

Department of English and Modern Languages

**ENGL 4321 – Teaching Literature in the Secondary Schools**

**Dr. Dessie Davis, Ed.D.**

**Office:** Academic 039D

**Email:** [dessie.davis@angelo.edu](mailto:dessie.davis@angelo.edu)

**Phone:** 325-486-6140

### **OFFICE HOURS**

Mon – Thurs: 10am – 1130am

Or by appointment

During my office hours, I am available in-person (**face coverings required**), via email, or by phone.

**PLEASE NOTE** The COVID pandemic is still a reality, which means that this semester may be unpredictable. Students should keep updated about ASU protocols and policies by visiting the ASU Covid-19 Update Page at <https://www.angelo.edu/covid-19/>. If changes to this syllabus or the course content become necessary, I will notify students by email or Blackboard announcement. It is your responsibility to look for such communications about the course daily.

**COURSE DESCRIPTION** This three semester credit hour course is 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 and Reading Standards in reading. Prerequisite: Students must pass 3 hours of sophomore literature and English 3330.

In English 4321, students will develop a personal, theoretical framework defining their views of the importance of literary history and textual analysis and how that translates into the importance of teaching literature in secondary schools. They will be introduced to various theoretical approaches, strategies, and processes to support literature instruction in secondary schools. The course will heavily emphasize the 7-12 ELAR TEKS.

## STUDENT LEARNING OUTCOMES

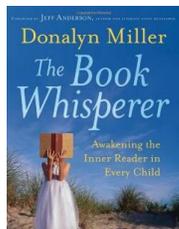
- Develop a personal theoretical framework for the teaching of literature
- Produce professional writing in multiple formats, demonstrative of mastery of Edited American English
- Create age-appropriate unit and lesson plans reflective of appropriate TEKS and best practices for teaching literature in secondary classrooms
- Work individually and collectively toward a shared purpose or goal with members of a team, receiving peer feedback and evaluating peers' work
- Create various assessment tools to be used when evaluating student work

The SLOs will be measured by various assignments that require students to: 1) understand the principles of audience analysis and differentiate language, structure, and detail to the needs of specific learners; 2) reflect on their own beliefs about literature and its role in modern society; 3) develop culturally sensitive and diverse pedagogy for secondary ELAR classrooms; 4) analyze their own beliefs about assessment and grading; and 5) master the literature TEKS specific to secondary ELAR classrooms.

## REQUIRED TEXTS

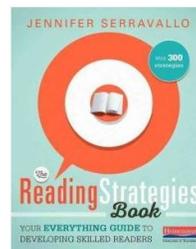
Miller, D. *The Book Whisperer*.

ISBN 9780470372272



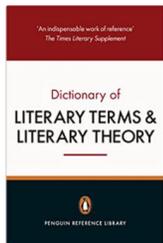
Serravallo, J. *The Reading Strategies Book*.

ISBN 978-0-325-07433-7

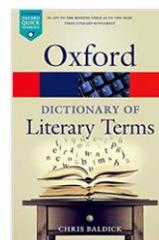


## SUGGESTED TEXTS

I suggest you purchase a dictionary of literary terms. A few good choices are:



5<sup>th</sup> edition



4<sup>th</sup> edition

## **RECOMMENDED READING**

The ASU Porter Henderson Library has an entire section devoted to teaching and pedagogy. I am not recommending that you read everything in that section, but it would behoove you to make sure you do more than Google questions about teaching. Fads are short-lived and only minimally successful at increasing student learning. Trust the research!

## **TECHNOLOGY REQUIREMENTS**

This course will utilize Blackboard. There will be documents in a variety of formats and links to external sites, resources, and information that you must access via Blackboard. Some content will include audio and/or video and visual components. Be sure your computer is compatible with Blackboard and that you have reliable, consistent Internet access.

To successfully participate in an online course, you also need:

- A reliable computer with an updated operating system AND microphone and camera
- Microsoft Office Suite or a compatible Open Office Suite
- Reliable high speed internet access, including an ethernet cable as wireless connections can drop

## **ATTENDANCE**

In this course, attendance = engagement. This course is online and asynchronous, meaning you do not have to be online at certain times. However, this is not a self-paced course. I expect you to engage in course activities and submit work by given due dates and times.

You are expected to be active learners. It is a basic assumption of any faculty member that students will be involved in discovering, processing, and applying course information beyond the materials and lectures presented in the course. Should a serious illness, emergency, or other crisis occur, it is the student's responsibility to contact the Office of Student Affairs immediately so that professors may be informed. For prolonged issues, it is the student's responsibility to stay in touch with instructors in order to keep up with work. If a student is aware of an issue that will affect their ability to actively participate in the course, it is that student's responsibility to contact me in advance. We will work together to create a plan to accommodate the issue as appropriate.

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#) for more information. This may seem unnecessary for an online course, but due dates may cause conflicts with religious holy days.

## **ASSIGNMENT SUBMISSION**

All assignment instructions will include submission steps. They are for grading purposes. Issues with technology arise from time to time. If a technology issue occurs during submission of an assignment, try again (all assignment will allow at least 2 attempts). If the technology issue

persists, email me immediately at [dessie.davis@angelo.edu](mailto:dessie.davis@angelo.edu) AND attach a copy of the work you are trying to submit. This lets me know the issue is with technology and not completion. THEN, once the technology issue is resolved, submit your assignment following the original instructions. This process will document the problem and establish a timeline.

It is your responsibility to complete the submission process in Blackboard, so I can grade the work. If you do not complete the submission process in Blackboard, I will grade the emailed work but the highest grade possible will be a 70.

## EVALUATION AND GRADES

All work will be graded based on the degree to which the work fulfills stated expectations and criteria and demonstrates mastery of course content. Perhaps more importantly, I expect you to demonstrate a growing teacher perception, meaning you need to keep in mind that you are soon going to be teaching content, creating assignments, and assessing knowledge as your career. When you complete an assignment for this course, ask yourself whether what you are turning in would be what you would want to receive from a student. Does it demonstrate application of content? Critical thinking? Audience awareness? Is it forward-looking? Relational? Or does it read like you are more worried about being done than learning?

Categories	Weight
Low Stakes Assignments (LSAs)	15%
TEKS Annotations x 7 (TEKS)	35%
TEKS Activity #1 (HSA)	10%
TEKS Activity #2(HSA)	15%
Group TEKS Activity (HSA)	20%
Final Exam (FE)	5%

The following grading scale is in use for this course:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 0 – 59

**It is your responsibility to regularly check your grades, read all feedback, and apply feedback to future assignments.**

Be sure you are reading and paying attention to the instructions and descriptions included with assignments. Each assignment will contain specific information regarding grade weight and/or grading criteria. Rubrics will be provided as appropriate.

## LATE WORK

Late work will be accepted for 7 calendar days past the assigned due date with a penalty of 5 points per day. If you think you have a situation that warrants an exemption to this policy, be sure you have contacted the Office of Student Affairs (reread the attendance section), so they can send notice to faculty members. Notice from their office and only their office will serve as adequate documentation to warrant an exemption, and I'll base the exemption on that documentation.

## **INCOMPLETE GRADE POLICY**

It is ASU policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

## **ACADEMIC INTEGRITY**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. The College of Arts and Humanities adheres to the Statement of [Academic Integrity](#).

## **PLAGIARISM**

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will quote, summarize, or paraphrase ideas and give appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

## **COPYRIGHT POLICY**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

## **GENERAL POLICIES RELATED TO THIS COURSE**

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

## Written Work

- All written work will demonstrate mastery of Edited American English. This includes emails.
- Any student work may be used as a model for classroom instruction.
- All major assignments must be completed in order to be eligible to pass the course.

## File Types

I can only grade work that is compatible with the grading features in Blackboard.

- YES - .doc, .docx, .pdf, and .ppt ARE compatible
- YES – I can follow links to most open education resources (Canva, Prezi, etc.)
- NO - .pages, .rtf, .odt, links to Google Docs, and “documents” created on smart phones ARE NOT compatible

If you submit an incompatible file, I will enter a grade of zero (0) and comment that you need to resubmit the work in a compatible file type by a specific due date/time. If you do, the work will be graded as it normally would have been. If you do not, the zero (0) will stay.

## Communication

You are welcome to call the office number listed on the first page of this syllabus. I do not have access to my voicemail as readily as I do my email, but I will do my best to answer in a timely manner. I also post information and reminders in the announcements area of Blackboard. I suggest checking daily.

However, the easiest, most efficient way to correspond with me is by emailing me. You can either use the email feature in Blackboard, or you can manually type [dessie.davis@angelo.edu](mailto:dessie.davis@angelo.edu) as the recipient. I generally respond to email within 24 hours (weekends can take a bit longer). I expect you to use Edited American English in all correspondence with me.

Please remember that I expect you to think critically. My answer may be to refer you to another source (this syllabus, Blackboard, a more qualified individual, etc.). I may list options and leave you to choose the answer you think best. I am not avoiding answering; I am hoping that you'll take every opportunity available to develop your critical thinking skills, so you are well prepared for success in all areas of life.

## Use Good "Netiquette"

- Focus on one subject per message and use pertinent subject lines.
- Using all caps is generally viewed as SHOUTING!
- Be professional and courteous. Proper address for faculty is by formal title such as Dr. Davis.
- It is extremely rude to forward someone else's messages without their permission or inclusion on the forwarded email.

- It is fine to use humor but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or inflammatory (angry, antagonistic, critical).

## STUDENT DISABILITIES SERVICES

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the Student Disability Services website at [www.angelo.edu/ADA](http://www.angelo.edu/ADA). The employee charged with the responsibility of reviewing and authorizing accommodation requests is Dr. Dallas Swafford.

## Dr. Dallas Swafford

Director of Student Disability Services | Student Affairs



**Email** [dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)

**Phone** 325-942-2047

**Office** Houston Harte University Center, 112

## TITLE IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Miller, J.D. You may submit reports in the following manner:

# Michelle Miller, J.D.

Special Assistant to the President and Title IX Coordinator



**Email** [michelle.miller@angelo.edu](mailto:michelle.miller@angelo.edu)

**Phone** 325-486-6357

**Office** Mayer Administration Building, 210

- Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
- Face to Face: Mayer Administration Building, Room 210
- Phone: 325-942-2022
- Email: [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

## Course Calendar

\*\*Subject to Change\*\*

Dates	Read/Study/Listen To/Watch	Do
<b>Week 1</b> <b>Jan. 18 – Jan. 24</b>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Redefining Literature Notes</li> <li>• History of Literacy Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus Quiz (LSA)</li> <li>• Definition of Information Literacy Visual (LSA)</li> </ul>
<b>Week 2</b> <b>Jan. 25 - Jan. 31</b>	<ul style="list-style-type: none"> <li>• Oral Language TEKS</li> <li>• Miller pages 1-46</li> <li>• “Be the Book” excerpt</li> <li>• Sample #1 from Serravallo</li> </ul>	<ul style="list-style-type: none"> <li>• OL TEKS Annotations (TEKS)</li> <li>• Reading Quiz (LSA)</li> <li>• Grading Exercise (LSA)</li> </ul>
<b>Weeks 3 &amp; 4</b> <b>Feb. 1 - Feb. 14</b>	<ul style="list-style-type: none"> <li>• Vocabulary and Fluency &amp; Self-Sustained Reading TEKS</li> <li>• Notes over self-sustained, grade appropriate, source variety, context clues, and structural analysis</li> <li>• Sample #2 from Serravallo</li> </ul>	<ul style="list-style-type: none"> <li>• VFSSR TEKS Annotations (TEKS)</li> <li>• Analysis of vocabulary assignment (LSA)</li> </ul>
<b>Weeks 5 &amp; 6</b> <b>Feb. 15 – Feb. 28</b>	<ul style="list-style-type: none"> <li>• Comprehension: Multiple Texts TEKS</li> <li>• Notes over comprehension, critical reading and thinking, reading at vs reading through, authentic reading and context, and text complexity</li> <li>• Miller pages 47-102</li> <li>• Sample #3 from Serravallo</li> </ul>	<ul style="list-style-type: none"> <li>• CMR TEKS Annotations (TEKS)</li> <li>• Grading Exercise (LSA)</li> <li>• TEKS Activity #1 (HSA)</li> </ul>
<b>Weeks 7 &amp; 8</b> <b>Mar. 1 – Mar. 11</b>	<ul style="list-style-type: none"> <li>• Response: Multiple Texts TEKS</li> <li>• Notes over analyze vs critique vs evaluate, differentiation, discourse communities, and paraphrase vs summarize vs quote</li> <li>• Sample #4 from Serravallo</li> </ul>	<ul style="list-style-type: none"> <li>• RMT TEKS Annotations (TEKS)</li> <li>• Discourse Community Comparison (LSA)</li> <li>• Visual Learner activity (LSA)</li> </ul>
<b>Week 9</b> <b>Mar. 14 – Mar. 18</b>	<b>SPRING BREAK</b>	
<b>Weeks 10 &amp; 11</b> <b>Mar. 21 – Apr. 4</b>	<ul style="list-style-type: none"> <li>• Multiple Genres: Literary Elements TEKS</li> <li>• Notes over resources for literary elements</li> <li>• Miller pages 103 – 157</li> <li>• Sample #5 from Serravallo</li> </ul>	<ul style="list-style-type: none"> <li>• MGLE TEKS Annotations (TEKS)</li> <li>• Reading Quiz (LSA)</li> <li>• TEKS Activity #2 (HSA)</li> </ul>

<p><b>Weeks 12 &amp; 13</b> <b>Apr. 5 – Apr. 18</b></p>	<ul style="list-style-type: none"> <li>• Multiple Genres: Genres TEKS</li> <li>• Notes over quantity vs quality, reading lists, and reading resources</li> <li>• Sample #6 from Serravallo</li> <li>• Miller pages 158 – 177</li> </ul>	<ul style="list-style-type: none"> <li>• MGG TEKS Annotations (TEKS)</li> <li>• Representative texts (LSA)</li> <li>• Grading Exercise (LSA)</li> </ul>
<p><b>Weeks 14, 15, &amp; 16</b> <b>Apr. 19 – May 6</b></p>	<ul style="list-style-type: none"> <li>• Purpose &amp; Craft: Multiple Texts TEKS</li> <li>• Notes over critical inquiry, rhetoric, and audience</li> <li>• “Reading Rockets”</li> <li>• Sample #7 from Serravallo</li> </ul>	<ul style="list-style-type: none"> <li>• PCMT TEKS Annotations (TEKS)</li> <li>• Grading Exercise (LSA)</li> <li>• Group TEKS Activity (HSA)</li> </ul>
<p><b>May 9 – May 13</b></p>	<p>Final exam available May 9 and due May 11 (FE)</p>	