

English 294

Literature, Language, Composition: A Synthesis

ENGL 294-01 Spring 2004 M 5:30-8:20 Taylor 106	Prof. Peter Kittle Taylor 218; 898-5305 Office Hours: MWF 10:15-12:00 & by appt. Email: pkittle@csuchico.edu
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Course Home Page: <http://www.csuchico.edu/~pkittle/294>

COURSE PREREQUISITES

ENGL 124, ENGL 175, ENGL 210 (or 36 English units toward major)

COURSE DESCRIPTION

You can probably figure out from the course's title that ENGL 294 attempts to integrate the three strands often associated with language arts—literature, language, and writing—into a cohesive whole. The class is intended as a capstone for people who aspire to teach English in secondary schools, and this adds yet another dimension to the course: an emphasis on pedagogy. Over the course of the term, we'll read literature, do a lot of writing in various forms, theorize about literacy issues (why and how we read and write, and why it matters), and figure out how to go about teaching these things. In other words, we'll be talking about theories and putting them into practice. The class will require you to investigate, consider, and try out a number of ways to teach English Language Arts to secondary students. Additionally, a number of formal and informal presentations will be required of each student, as will be the creation of an electronic portfolio of your work as an English Education major.

REQUIRED TEXTS

Blackwood, Gary. The Shakespeare Stealer
 California State Board of Education.
Reading/Language Arts Framework
 Pirie, Bruce. Reshaping High School English
 Shakespeare, William. Julius Caesar
 Townsend, Sue. The Adrian Mole Diaries
 Gaughan, John. Reinventing English
 Course Packet from Mr Kopy
 Several online articles from English Journal

Literature Circle Texts (Choose 1)

Burgess, Smack
 Block, Violet & Claire
 Kerr, Deliver Us From Evie
 Chbosky, The Perks of Being a Wallflower

ASSIGNMENTS AND GRADING

Blog entries and responses	15%
Presentations & Associated Written Work	20%
Literacy Processes Handbook	20%
Secondary Classroom-Based Work	20%
Final Exam	15%
Attendance & Participation	10%

ATTENDANCE

I expect regular attendance for the entire class period. In-class assignments and presentations cannot be made up. I do not differentiate between "excused" and "unexcused" absences; I assume that you are the best judge of where you need to be on any given day. Frequent absences will lower your grade; **any student missing six or more classes will automatically fail the course.**

LATE WORK

I am under no obligation to read work turned in after a due date has expired. I may, at my discretion and on an individual basis, make special arrangements regarding late work.

PLAGIARISM

Unless otherwise noted, all work for this class must be original work written specifically for this class. When sources are quoted or paraphrased, they must be documented using the conventions set up by the Modern Language Association (MLA). Failure to adequately document sources is plagiarism; its consequences are outlined in section IV-A of the *University Code*. Any instances of academic dishonesty will be reported to the university's administration.

ASSIGNMENTS**BLOGS**

- ❖ “Blog” is short for weblog, a journal or diary published on the web. We’ll initially be using blogs as pre-writing forms for the Literacy Processes Handbook (see below), and then for written responses to readings, class topics, and discussions (see weekly topic suggestions in course schedule). The blogging you’ll be doing will be communal—that is, you will write in a blog that is read and responded to by other members of the class (no more than six people will be in each blogging group). The work you do on your blog will be regularly monitored (I’ll receive an automated email every time you make an entry in your blog!), and will need to be done in a timely manner to avoid losing points.

PRESENTATIONS

- ❖ You will make two group presentations to the class over the course of the term. One of these will focus on a specific aspect of teaching English, taken from one or more the books we’ll read over the semester; the other will be a presentation of one act from Julius Caesar. The first presentation will require you to explain and contextualize the teaching issue, and then engage the class in meaningful, student-centered work with that issue. The objective is to become more familiar with professional issues in teaching English, and to practice ways of getting students engaged when presenting material to a class. The second presentation will be geared more toward pedagogy by examining and practicing how the particular ideas given in the Shakespeare play could be productively taught to secondary students, using the California Content Standards as the base. In this presentation, you will supplement Shakespeare’s work with a contemporary non-fiction text to complement the ideas raised by the play. The goal here is to get some practice actually doing the things that teachers do daily, so you will begin to feel more at home with the teaching role you will one day assume. Written packets, including reflections on the presentation, will be due the week following each presentation. The presentations will be assessed on your group’s ability to read and interpret assigned material effectively, present information and ideas in an engaging fashion, and write up the presentations in a lucid and reflective manner.

LITERACY PROCESSES HANDBOOK

- ❖ This assignment asks you to consider what you do when you read and write, and how you can use your own literacy processes to better teach your future students. This assignment will be completed over a series of weeks, using blogs as a means of recording your observations, and will culminate in a handbook addressed to reluctant readers and writers in secondary schools. The paper will be workshopped and revised before submission. It will be evaluated for its clarity of description, use of specific examples and ideas, and ability to describe ways that your own literacy strategies can inform your future teaching practices.

SECONDARY CLASSROOM-BASED ACTIVITIES

- ❖ Early in the course of the semester, you should make arrangements to attend at least one class period of English taught at a public school (middle, jr. high, or high school). You will write up your observations and provide an analysis of the teaching methods you saw in action. Assessment criteria will include level of engagement in the task, amount of detail in observations, clarity of descriptions, and appropriate analysis of what was observed.

COURSE SCHEDULE (Subject to Change). Readings are indicated by author's last name

Week 1: 1/26	Course introduction and overview Literacy Processes discussion begins Blog accounts created
Week 2: 2/2	Pirie, Ch. 4 Townsend, 1-135 Gatto, "Against School" (WWW) Blog entry 1: How do you approach reading tasks?
Week 3: 2/9	Framework: Grades 6-8 Ohanian (Course Packet) Carey-Webb, "Letter Exchange with a First-Year Teacher" (Course Packet) Pribyl (Course Packet) Blog entry 2: How do you approach writing tasks? Literature Circles: Meeting #1 (read first 30 pages of book)
Week 4: 2/16	Presentation #1: The Teaching of Writing Framework: Grades 9-12 Pirie, Ch. 7 Blog entry 3: Your take on the Five Paragraph Essay Literacy Processes Handbook: Rough Draft Due (bring 3 copies)
Week 5: 2/23	Presentation #2: Reading and Teaching Nonfiction Morgan (Course Packet) Choice of other <u>English Journal</u> article(s) from March 2002 (WWW) Blog entry 4: The place of non-literary reading in English classes Literacy Paper: Peer Review Work Due
Week 6: 3/1	Presentation #3: Popular Culture and the Teaching of English Pirie, Ch. 3 Gardner (Course Packet) & Evans (Course Packet) Choice of other <u>English Journal</u> article(s) from January 2004 (WWW) Blog entry 5: Do you think pop culture belongs in the English class? Literacy Paper: Final Draft Due
Week 7: 3/8	Presentation #4: Teaching Grammar Dunn & Lindblom (Course Packet) Choice of other <u>English Journal</u> article(s) from January 2003 (WWW) Blog entry 6: How important is grammar? <i>Mid-Term Blog Evaluations</i>
Week 8: 3/15	No Class: Spring Break
Week 9: 3/22	Gaughan, Ch 1-3 Literature Circles Meeting #2 (Finish Book) Blog entry 7: Assess your literature circle book
Week 10: 3/29	Sklar (Course Packet) Carey-Webb, "Shakespeare and the New Literatures" Blackwood (all) Blog entry 8: Memories of learning Shakespeare Classroom Observation Due--Rough Draft
Week 11: 4/5	Shakespeare: Julius Caesar, Act I Presentation Gaughan, Ch. 4 Blog entry 9: Responding to Gaughan's approach to English
Week 12: 4/12	Shakespeare: Julius Caesar, Act II Presentation Gaughan, Ch. 5 Classroom Observation: Final Draft due
Week 13: 4/19	Shakespeare: Julius Caesar, Act III Presentation Gaughan, Ch. 6 Blog entry 10: Thoughts on Gaughan, Shakespeare, Gender, & Violence
Week 14: 4/26	Shakespeare: Julius Caesar, Act IV Presentation Gaughan, Ch. 7
Week 15: 5/4	Shakespeare: Julius Caesar, Act V Presentation Gaughan, Ch. 8 Blog entry 11: Faith and Sexuality in the English class
Week 16: 5/11	Final Thoughts and Trajectories: Literature, language, composition Pirie, Ch 8 Gaughan, Ch 9
Finals Week: 5/17, 6-8 pm	Final Exam