COURSE DESCRIPTION
This course will explore various approaches to teaching literature and critical reading skills at the secondary level, with special attention to strategies for motivating and supporting reluctant readers. Course topics will include: 1) Preparations for teachers of ELA, Dispositions of Effective ELA Teachers, Content Knowledge for Effective ELA Teachers, Organizing, Engaging and Teaching Literature; 2) suggestions for devising and implementing a response-based literature program; 3) approaches to teaching young adult literature, 4) overview of professional resources and research concerning the teaching of literature in the secondary school; 5) Students will work toward developing a philosophy of integrated secondary Language Arts instruction that is consistent with various national, state, and district standards and guidelines.

COURSE GOALS:
This course will expose and provide students with information that will allow them to become effective teachers in the classroom. The information centers around the content area of reading with an emphasis on young adult literature in a multicultural society.

COURSE OBJECTIVES:
Students will:
- Become knowledgeable about language; oral visual, and written literacy; print and nonprint media/technology; and research theory and findings and then demonstrate that knowledge in class discussions, written assignments, and practice teaching activities
- Develop a variety of teaching methods appropriate to the age, interests, and ability level of students
- Create learning experiences that render the subject matter meaningful for students through use of appropriate materials or resources
- Develop a sensitivity toward diversity in language and culture as it relates to student performance
- Develop short and long-term plans that are thematically coherent, practical, and consistent with stated goals/objectives and Common Core Standards
- Develop a variety of approaches to evaluate and assess student work in meaningful ways while contributing to student learning
• Be able to plan, organize and manage reading instruction to create a positive classroom environment that encourages reading and critical reflection of literary works
• Recognize, model, and teach how writers convey meaning through literary elements and techniques in a variety of genres and media;
• Identify and explore the differences between canonical and young adult texts;
• Define the basic characteristics of YAL and develop a rationale for the teaching of
• Develop strategies for teaching the various literary genres, including the employment of a multi-media approach
• Develop awareness of how technology can enhance reading and literature instruction
• Identify courses of action for students who struggle with reading;
• Examine ways of incorporating multicultural issues in the literature curriculum
• Develop a familiarity with pertinent research in the field of English education
• Develop familiarity with pertinent resources for professional development
• Become a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally
• Common Core ELA Standards 9-12

STANDARDS: PLEASE SEE THE ATTACHED SHEET OF IL-PTS/NCTE/CORE

REQUIRED TEXTS:
ADOLESCENT LITERATURE AS A COMPLEMENT TO THE CLASSICS, Kaywell
I READ IT, BUT I DON’T GET IT, Tovani
TEACHING READING IN HIGH SCHOOL ENGLISH CLASSES, Ericson

SUPPLEMENTARY TEXTS:
COMPREHENSIVE READING INVENTORY: MEASURING READING DEVELOPMENT IN REGULAR AND SPECIAL EDUCATION CLASSROOMS, Cooter
EXPLORING AND TEACHING THE ENGLISH LANGUAGE, Tchudi, Mitchell
GUIDELINES FOR THE PREPARATION OF TEACHERS OF ENGLISH LANGUAGE ARTS, NCTE
MAKING MEANING WITH TEXTS, Rosenblatt
RATIONALES FOR TEACHING YOUNG ADULT LITERATURE, Reid
THE ENGLISH TEACHER’S COMPANION, Second edition, Burke
WHITE TEACHERS/DIVERSE CLASSROOMS, Landsman/Lewis
THE COMMON CORE COMPANION: The Standards Decoded, Burke
BEST PRACTICE, Bring Standards to Life in America’s Classrooms, Zelman

DANIELSON’S FRAMEWORK FOR TEACHING, Danielson, C.

20 JANUARY
INTRODUCTION TO COURSE
Opening Discourse— TOOL KIT INFORMATION—DUE 23 APRIL, Positive Classroom Climate, Classroom Etiquette The Importance of Teaching, The Commitment to Teaching, Responsibilities of Teaching, Teaching High School Strategies and Tips---Class Expectations, Classroom Discipline Tips, and Discipline for the high school classroom
What I Really Want to Know About Teaching/Christenberry’s Ethics of Teaching English, Danielson’s Framework for Teaching…

22 JANUARY
Continuation of previous discussion, class activity/classroom etiquette, and lectures from WE CAN’T TEACH WHAT WE DON’T KNOW: WHITE TEACHERS, MULTIRACIAL SCHOOLS (Howard), PEDAGOGY OF THE OPPRESSED (Freire), “White Privilege: Unpacking the Invisible Knapsack (McIntosh) OTHER PEOPLE’S CHILDREN (Delpit), They Just Won’t Learn… (Cleaver), But Good Intentions are not Enough (Milner)
LECTURE: WE CAN’T TEACH WHAT WE DON’T KNOW --Diversity Is Not A Choice, Chapter 1 White Man Dancing….Chapter 2 White Dominance and the Weight of the West, Chapter 4 White Educators and the River of Change, Chapter 7 White Teachers and School Reform
What is Diversity and Inclusion? Making Excellence Inclusive

27 JANUARY
CRASH COURSE—LIVETEXT AND THE UNIT PLAN—DR. Voss (Lyons) TBA
Lesson Plan Model, Reading Tutoring Logs 1-3, ed TPA

29 JANUARY
Dispositions of Effective English Language Arts Teachers, Content Knowledge for Effective ELA Teachers

3 FEBRUARY
Lecture: What are Standards? NCTE Standards, Illinois Goals and Standards, Illinois Professional Teaching Standards, NCTE Core Values, Common Core Standards (Supporting Students in a Time of Core Standards ELA 9-12)

5 FEBRUARY
Lecture: What English Classes should look like in Common Core Era, Common Core Text Exemplars Grades 9-12

10 FEBRUARY
Lecture: What is Reading? What is Guided Reading? Why Teach Reading? Common Reading Strategies (KWL, SQ3R, QUICK WRITE, CLOZE PROCEDURE, CLOSE READING and THE COMMON CORE), Four Reading Strategies for High School Students,

12 FEBRUARY
Lecture: Reading Strategies for Students with Mild Disabilities and Reading Strategies for Diverse Populations—FEEDBACK ON LECTURES—
ASSIGN TWENTY-FIVE ARTICLES: (5 RACISM IN AMERICAN SCHOOLS, 5 ON Diversity, 5 ON STANDARDS, (three of the 5 on COMMON CORE STANDARDS) AND 10 ON READING STRATEGIES FOR HIGH SCHOOL STUDENTS---ARTICLES AND PRESENTATION ON 5 OF THE SELECTED ARTICLES ARE DUE 19 FEBRUARY

17 FEBRUARY
Lecture: Teach Reading Strategies to High School Students----How to Improve Reading Comprehension, Developing a reading strategy lesson plan
Assignment: Develop a lesson plan using information from class lectures. Use the Lesson Plan Model, ABCD Model for writing objectives and include Common Core Standards.---Due 3 MARCH

19 FEBRUARY
ARTICLES DUE (25) AND PRESENTATION OF FIVE ARTICLES

24 FEBRUARY
Lecture: The ABCD Model for Writing Objectives/Bloom’s Taxonomy

26
FEEDBACK COVERING MATERIAL FROM JANUARY 20-FEBRUARY 24

3 MARCH
LESSON PLAN DUE---CLASS PRESENTATION

5 MARCH
LESSON PLAN PRESENTATION CONTINUED

SPRING BREAK: SATURDAY, MARCH 7-SUNDAY MARCH15

17 MARCH
Lecture: Teaching H S Students to Read…, Reading aloud/reading allowed, Real Readers…The Reluctant Readers and What to do with Them, Strategic Reading, Reading Skills, What I Need to Know About Teaching Reading and Literacy to Dialect Speakers, Reconnecting Readers in the High School, Reading and the Achievement Gap—

19 MARCH
Continue Lecture (Teaching H S Students…)
TEACHING READING IN HIGH SCHOOL ENGLISH CLASSES
CHAPTERS 1-Reading in High School English Classes, 2- A Literary Transfusion: Authentic Reading-Writing Connections, 5-A Twelfth-Grade Reading for Struggling Readers, 7-Students Becoming Real Readers, 8- By Any Other Name: Reconnecting Readers in the High School, 9-The Place of Young Adult Literature… 10- Picture Books in the High School

CLASS PRESENTATIONS: EACH STUDENT WILL PRESENT TWO ASSIGNED CHAPTERS FROM THE TEXT. PRESENTATIONS MUST BE PROFESSIONAL AND MUST CONTAIN INFORMATION/ACTIVITY THAT STUDENTS CAN USE IN THE CLASSROOM. PLEASE SEE THE REQUIREMENTS FOR PRESENTATION SHEET. A HARD COPY OF PRESENTATION MUST BE GIVEN ONE CLASS PERIOD BEFORE PRESENTATION. PRESENTATION SHOULD INCLUDE: PRINT/NONPRINT, MEDIA/TECHNOLOGY, AND SOME RESEARCH OR FINDINGS ABOUT THE SUBJECT MATTER. THE SAME APPLIES TO ANY ASSIGNED CHAPTER. CLASS PRESENTATIONS DUE 24 MARCH

24 MARCH
CLASS PRESENTATIONS
ASSIGN: I READ IT, BUT I DON’T GET IT
CHAPTERS: 1-Fake Reading, 2- The Realities of Reading, 3-Purposes for Reading, 5-Fix It, Part 3 Access Tools---PRESENTATIONS BEGIN 31 MARCH—

26 MARCH
CLASS PRESENTATIONS (TEACHING READING IN HIGH SCHOOL…)

31 MARCH
PRESENTATIONS CONTINUE—from I READ IT, BUT I DON’T GET IT

2 APRIL
Lecture: Ways/Methods to Organize, to Engage, and to Teach literature—teaching the short story, novel, poetry, drama, nonfiction…
ASSIGN: FIVE (5) ARTICLES- MEASURING STUDENTS ATTITUDE TOWARD READING- DUE 16 APRIL
(UNIT PLAN, LESSON PLANS/RUBRICS—WHAT THEY LOOK LIKE, WHAT MAKES A PLAN, ASSESSMENTS, ETC. INTRODUCTION TO adapt STUDENTS WILL NEED A LIVE TEXT ACCOUNT FOR THIS ASSIGNMENT. IF YOU HAVE NOT YET PURCHASED YOUR ACCOUNT PLEASE DO SO AS SOON AS POSSIBLE. DRAFTS/CLASS DISCUSSIONS WILL TAKE PLACE IN CLASS---THE BEGINNING OF EACH CLASS SESSION WILL BE DEVOTED TO QUESTIONS ABOUT UNIT/LESSON PLANS)
UNIT PLAN DUE-30 APRIL

7 APRIL
Q&A UNIT PLAN
9 APRIL
CLASS WORKSHOP (UNIT PLAN)

14 APRIL

16 APRIL
Articles Due (Measuring Attitude toward reading)
ASSESSMENT (EWAS RSPS) TBA
Lecture from Cooter’s text- Comprehensive Reading Inventory…

21 APRIL
Lecture: Critical approaches to teaching/reading literature and a response-based approach to reading literature, Literary Criticisms
Lecture/Discussion: Continue critical approaches… ADOLESCENT LITERATURE AS A COMPLEMENT TO THE CLASSICS, History and definition of YAL, Characteristics of YAL, Why Teach Young Adult Literature, The Place of Young Adult Literature in Secondary Reading Programs, Pairing YAL and the Canon

23 APRIL
TOOL KIT DUE
Lecture: Censorship and Book Rationales—
What is Censorship? What is the difference between a Challenge and a Banning? What is Intellectual Freedom? Why are books challenged? What is a Rationale? Why Develop a Rationale? Guidelines for Writing a Rationale

28 APRIL
CENSORSHIP LECTURE/RATIONALE CONTINUED
ORAL EXAMINATION

30 APRIL
UNIT PLANS DUE
Joining Professional Conversation—NCTE, IRA, IATE, IRC, NEA, IEA,
CLASS REQUIREMENTS

1. Regular attendance in class and active participation in class discussions and activities is a must. As a future teacher, you are expected to attend every class session. If you miss more than ONE CLASS PERIOD, you can expect your final grade to be lowered by ten (10) points. If you are ill or an emergency should arise, you must present an authentic excuse when you return. If you are absent because of observances of major religious holidays you must notify me at least three regular class periods in advance. Please see the Syllabus Attachment sheet for additional information.

2. All reading must be done prior to class time. Please turn in all work at the scheduled time. There is a penalty of ten points for late work if you have not discussed details with me.

3. All work must be typed (Lesson Plans, Unit Plan, Articles, etc.) A summary is required of each assigned article and a personal response must accompany each summary. Each assignment is worth 100 points. Please use MLA format for ALL written assignments.

4. The Unit Plan is a MUST in this class. There are no exceptions.

5. Tardiness is rude and disruptive. Please try to respect others by coming class on time. If you must be late please contact me prior to class time.

6. Students will practice reading ASSESSMENT with elementary, middle school, or high school students, applying the Elementary Reading Inventory Scale (EWAS), the Reader’s Self-Perception Scale (RSPS), Reading and grade-specific reading tests from the Classroom Reading Inventory (CRI). The instructor will model each assessment in class.

7. Recruitment: Student will recruit their “clients” themselves, with the Help of the instructor. Every student who works with a minor needs To have a background check performed beforehand.

GRADING SCALE

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<tr>
<th>Points</th>
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<tr>
<td>93-100</td>
<td>A</td>
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<td>77-84</td>
<td>C</td>
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<td>70-76</td>
<td>D</td>
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ANY GRADE BELOW 70 IS A FAILING GRADE

PLEASE NOTE: I reserve the right to make changes to the syllabus as they are needed. There are some circumstances that might address the need for a change. All assignments are due on the specified dates unless I decide to make changes. Thanks for your understanding.
PLEASE READ: SYLLABUS ATTACHMENT SHEET. THIS SHEET CONTAINS IMPORTANT DATES AS WELL AS NEEDED INFORMATION THAT THE UNIVERSITY PROVIDES.