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### ENT 595.01: Advanced Strategies for Teaching Reading and Holocaust/Multicultural Literature

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# ENT 595 Advanced Strategies for Teaching Reading and Holocaust/Multicultural Literature

Class meets January 24, 2022 – May 9, 2022 from 5 pm to 7:50 pm Mondays, LA 011

Dr. Beverly Ann Chin  
Liberal Arts 109 (406) 243-2463 [beverly.chin@umontana.edu](mailto:beverly.chin@umontana.edu)

Office hours: Mondays and Tuesdays, 3 pm- 5 pm and by appointment. Please schedule appointments.

## Course Description and Purpose:

The purpose of this course is to provide teachers with knowledge, skills and abilities to teach reading and literature of the Holocaust/multicultural literature. The course is designed for upper elementary, middle school, and high school educators who wish to help their students grow as critical, creative, and empathetic readers, writers, and thinkers. In this workshop, we will explore effective literacy strategies that engage students as readers in a variety of genres. We will learn how to develop lesson plans based on *Echoes and Reflections*. We will integrate teaching strategies from two Annenberg Media video programs: “Teaching Multicultural Literature: A Workshop for the Middle Grades” and “The Expanding Canon: Teaching Multicultural Literature in High School.”

This class is designed as a reading/writing workshop in which teachers experience and reflect on their own meaning-making processes. We will investigate the current research on culturally responsive sustaining strategies and critical theories in literacy instruction, multicultural education, and social justice issues (diversity, equity, inclusion). Topics include reading processes, comprehension strategies, text complexity, literature circles, Socratic seminars, text sets, inquiry units, guiding questions, scaffolded instruction, and social-emotional teaching/learning.

Montana Content Standards for English Language Arts and Literacy and Montana Indian Education for All (IEFA) are integrated throughout the course.

This course embodies the UM College of Education’s Professional Behaviors and Dispositions of diversity, equity, fairness, and personal integrity. This course embodies the UM College of Education’s Conceptual Framework through the 3 essential elements of learning communities: Integration of Ideas, Cooperative Endeavors, and Respect for Individual Worth.

This course also addresses the [National Board for Professional Teaching Standards--Adolescence and Young Adulthood/English Language Arts Standards](#).

This course “counts” as ENT 441 Teaching Reading and Literature for secondary English licensure.

## **Learning Outcomes:**

Teachers will learn effective strategies for teaching reading to upper elementary, middle and high school students.

Teachers will learn research-based strategies for using literary texts, primary and secondary sources, and multimedia resources to teach about the Holocaust and its relevance to contemporary society.

Teachers will learn how to design inquiry units/lesson plans that incorporate guiding questions and multicultural text sets related to issues of social justice, cultural diversity, and social-emotional instruction.

Teachers will learn culturally responsive sustaining strategies that engage students in critical thinking, personal reflection, and appreciation for the narratives and experiences of others.

Teachers will learn how to integrate Montana Content Standards for English Language Arts and Literacy and Montana's Indian Education for All into their instructional strategies, lesson plans and curriculum units.

## **Requirements and Assignments:**

1. Regular attendance and active participation in the workshop. Excessive absences are considered in the final grade. If you must be absent, please inform the instructor. Also, contact two other classmates to learn what was covered in your absence and what is expected for the next class meeting. You should try to Zoom into the class by way of a classmate's laptop computer.

2. Completion of homework and daily assignments, including short presentations and written response papers to texts and videos. Check Moodle and email to see updates on homework and assignments.

3. Completion of major assignments:

--Inquiry Unit (lesson plans) designed to help students improve their reading and understanding of Holocaust/multicultural literature. Throughout the course, you will read about and experience effective strategies for helping your students grow as empathetic readers and critical thinkers.

Your inquiry unit will show how you adapt and apply these strategies with your students. You will have opportunities to share and revise drafts of your lesson plans with classmates and instructor.

--Teaching presentation that demonstrates your ability to teach critical reading and empathetic appreciation of Holocaust/multicultural literature. You will select one of the above written lesson plans to teach to the class. After your teaching, you will write an individual, confidential reflection/self-assessment of your presentation and the written inquiry unit.

4. Final course synthesis/reflection paper

5. Course evaluation

## **Additional expectation:**

All undergraduate and graduate students in the English Teaching Program are expected to have active membership in [National Council of Teachers of English](#) and/or its state affiliate, [Montana Association of Teachers of English Language Arts](#).

## **Course policies:**

1. Academic Policy – Academic honesty is expected. Students should complete their own work. Students should not turn in parts of other scholars’ publications. References should be cited in APA or MLA format for all written work submitted for this class. Plagiarism, whether intentional or unintentional, will be addressed directly by the instructor. Please see the section on Academic Conduct from the University of Montana Student Conduct Code - [UM Student Conduct Code](#)
2. You must elect to take this course for a traditional letter grade.
3. A grade of “Incomplete” may be assigned at the instructor’s discretion when a student has petitioned in writing to receive an incomplete grade. The instructor may consider an incomplete grade only when a student has been in regular attendance, has participated fully in class, and is currently passing the course. Please refer to the section titled “Incomplete Grade Policy” in the University of Montana Catalog for more information - [Academic Policies and Procedures](#)
4. Students with disabilities may obtain support for classes through the Office for Disability Equity in the Lommasson Center 154 or (406) 243-2243. Please consult with me at the start of class if you have registered with the Office of Disability Equity and have accommodations for your classes. I want to ensure all students receive the necessary support to be successful in this course.
5. Please note this semester’s calendar for fee payment, drop/add deadlines, and other important dates.

## **Grading Criteria:**

Your course grade will be determined in the following way:

Attendance, class participation	20%
Homework, daily assignments, short presentations	20%
Written inquiry unit on teaching reading and Holocaust/multicultural literature	20%
Teaching presentation and written reflection	20%
Final course synthesis paper	20%

\*\*Late homework/daily assignments and major assignments may be penalized. Plagiarism results in an automatic F in the course.

## Course Grading Scale:

100%--93%	A	79% - 77%	C+
92% - 90%	A-	76% - 73%	C
89% - 87%	B+	72% - 70%	C-
86% - 83%	B	69% - 60%	D
82% - 80%	B-	59% - 0	F

## Course Texts:

*Echoes and Reflections*, published by Anti-Defamation League, USC Shoah Foundation Institute, and Yad Vashem, 2015

*Teaching Multicultural Literature: A Workshop for the Middle Grades* by Beverly Ann Chin, Editorial Director/Lead Content Advisor (Annenberg Media and Thirteen WNET, 2005)

<https://www.learner.org/series/teaching-multicultural-literature-a-workshop-for-the-middle-grades/>

*The Expanding Canon: Teaching Multicultural Literature in High School* with Beverly Ann Chin, Scholar and Educator (Annenberg Media and Thirteen WNET in collaboration with NCTE, 2003)

<https://www.learner.org/series/the-expanding-canon-teaching-multicultural-literature-in-high-school/>

*Strategic Reading: Guiding Students to Lifelong Literacy, 6-12* by Jeffrey Wilhelm, Tanya Baker and Julie Hackett (Heinemann, 2001)

*Hitler Youth: Growing Up in Hitler's Shadow* by Susan Campbell Bartoletti (Scholastic, 2005)

*I Have Lived A Thousand Years: Growing Up in the Holocaust* by Livia Bitton-Jackson (Simon & Schuster, 1999)

*We Are Witnesses: 5 Diaries of Teenagers Who Died in the Holocaust* by Jacob Boas (Square Fish, 2009)

*So Far from the Bamboo Grove* by Yoko Kawashima Watkins (Harper Collins, 2008)

*Year of Impossible Goodbyes* by Sook Nyul Choi (Random House, 1992)

## Select one of the two following texts:

*Honoring Identities: Creating Culturally Responsive Learning Communities* by Donna Miller (Rowman and Littlefield, 2021)

*Teaching for Joy and Justice: Re-Imagining the Language Arts Classroom* by Linda Christensen (ReThinking Schools, 2009)

## **Other Course Resources:**

[US Holocaust Memorial Museum](#)

[The Anne Frank House](#)

[Anti-Defamation League](#)

[Facing History and Ourselves](#)

[Teaching Tolerance](#)

[The Holocaust History Museum](#)

[IWitness \(USC Shoah Foundation\)](#)

[Montana Content Standards for English Language Arts](#)

[Indian Education for All](#)

[Montana Association of Teachers of English Language Arts](#)

[National Council of Teachers of English](#)