

Spring 2-1-2017

## ENT 441.01: Teaching Reading and Literature

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*The University Of Montana*

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# ENT 441 Teaching Reading and Literature

Spring 2017

Mondays 5:00-7:50 p.m. – GBB 202

Instructor: Leanne Deschamps

Office Hours: Mondays (7:50-8:45 p.m. and by appointment) – LA 109

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## Course Description

This course is designed for college students who are interested in teaching reading and literature in grades 5-12. Through reading strategy workshops, literacy texts, collaborative discussions, lesson presentations, and reflections, teaching candidates will engage in numerous opportunities to develop their understanding of secondary reading and literary theory, practice, and pedagogy.

English language arts teachers instruct their students in all aspects of communication: reading, writing, speaking, listening, and media literacy. While national and state standards guide this process, there are no specific texts that are required for every student, for every grade level, for every school throughout the nation. Rather, language arts teachers are skill builders, teaching students effective reading strategies before, during, and after reading a text.

As English language arts teachers, we have likely loved reading from our childhood and feel a sense of responsibility to help students develop a love and appreciation of literature as well. Some of our students may lack basic literacy skills, let alone a love of reading. In this class, we will work collaboratively to learn how to engage students with texts, how to develop a repertoire of effective reading strategies, and how to help students expand their literacy skills to comprehend increasingly-complex texts.

## Objectives

- 1. To provide beginning teachers with the knowledge of and experience with teaching reading and literature, including an understanding and practice in the following:**
  - the reading processes and strategies
  - response to literature: theory and practice
  - different genres, structures, and forms of literature
  - different theories of teaching reading and literature
  - inquiry projects and essential questions for literature
  - the effect of language, culture, gender, prior knowledge, and background upon readers
  - identifying and assessing the developmental stages and abilities of readers
  - formative and summative assessments of reading
- 2. To provide beginning teachers with opportunities to practice and develop the following abilities:**
  - design, implement, and evaluate lessons that teach reading strategies and explore literature
  - design lesson plans, units, and year-long curriculum for literature
  - use classroom management strategies (group size, pacing, etc.) that support students' literacy learning
  - design and teach integrated language arts lessons that support readers as they develop

- their responses to and understanding of literature
  - design and use assessment strategies to provide information about students' abilities and accomplishments
  - interpret assessment of students' reading abilities for students, parents, and supervisors
- 3. To develop in beginning teachers the following professional behaviors and dispositions:**
- affirm that all readers have value and worth
  - understand the developmental stages of growth in reading literature
  - know how to invite, develop, accept, and respect responses to literature
  - encourage all readers to value their own and others' ideas
  - help students grow as critical, creative readers, writers, and thinkers
  - model the value of literacy, lifelong learning, and collaboration

### **Course Topics**

- reading and viewing as literacy processes
- reading strategies and response to literature strategies
- reading workshops and literature discussions (literature circles, Socratic seminars, etc.)
- inviting, extending, and responding to students' responses and critical inquiry
- classroom management and differentiated instructional strategies (formative and summative)
- types of literary genres and their characteristics
- helping students develop, trust, and extend their responses
- classroom and large-scale reading assessments
- lesson design, unit design, and curriculum development
- integrating inquiry and different literary theories into lesson plans
- research in literature and critical pedagogy
- guidelines for selecting literature/censorship issues
- state and national standards for reading and literature (Common Core State Standards)
- Montana's Indian Education for All

### **Learning Outcomes**

- Teacher candidates will value learning in the discipline and professionalism to inform teaching practices.
- Teacher candidates will know how to plan and manage instruction for students, create/select/use appropriate resources, and make effective instructional decisions.
- Teacher candidates will know multiple strategies for teaching and assessing their students' literacy.
- Teacher candidates will value the principles of learning communities (integration of ideas, cooperative endeavors, and respect for individual worth).
- Teacher candidates will demonstrate professional behaviors and dispositions (diversity, equity, fairness, and personal integrity).

### **Required Texts**

Burke, Jim. *What's the Big Idea?: Question-Driven Units to Motivate Reading, Writing, and Thinking*. Portsmouth, NH: Heinemann, 2010.

Gallagher, Kelly. *Deeper Reading: Comprehending Challenging Texts, 4-12*. Portland, ME: Stenhouse, 2004.

Steinbeck, John. *Of Mice and Men*. New York: Penguin Books, 1993.

### Required Web-based Resources

*Birthright Born to Poetry – A Collection of Montana Indian Poetry* compiled by Dorothea M. Susag with Montana OPI (2013): [Birthright Born to Poetry](#)

*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): [Annenberg Learner](#)

Montana Common Core Standards: [MCCS](#)

Standards for the English Language Arts (NCTE and IRA, 2012): [NCTE Standards](#)

### Optional Texts (must select one group). I recommend you wait to purchase these books until class begins. I will have samples available.

#### ❖ Group #1

Appleman, Deborah. *Critical Encounters in High School English: Teaching Literary Theory to Adolescents*. 3<sup>rd</sup> Ed. New York, NY: Teachers College Press, 2015.

#### ❖ Group #2

Beers, G. Kylee, and Robert E. Probst. *Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies*. Portsmouth, NH: Heinemann, 2016.

#### ❖ Group #3

Daniels, Harvey & Nancy Steineke. *Mini Lessons for Literature Circles*. Portsmouth, NH: Heinemann, 2004.

#### ❖ Group #4

Daniels, Harvey & Steven Zemelman. *Subjects Matter: Exceeding Standards Through Powerful Content-Area Reading*. 2<sup>nd</sup> Ed. Portsmouth, NH: Heinemann, 2014.

### Evaluation – Undergraduate (500 points)

- Regular class attendance, respectful discussion participation, and weekly homework completion = 20 points
- Original discussion board forum post (4 discussions) - 25 points per discussion = 100 points
- Poetry Lesson Plan – Design, Presentation, and Reflection = 60 points
- Choice Book Lesson = 40 points
- Literature Unit Plan = 200 points
- Teaching Reading and Literature Philosophy Paper = 80 points

### Evaluation – Graduate (600 points)

- Regular class attendance, respectful discussion participation, and weekly homework completion = 20 points
- Original discussion board forum post (4 discussions) - 25 points per discussion = 100 points
- Poetry Lesson Plan – Design, Presentation, and Reflection = 60 points
- Choice Book Lesson = 40 points
- Literature Unit Plan = 200 points
- Teaching Reading and Literature Philosophy Paper = 80 points

- Synthesis Essay of Literacy Instruction Articles = 100 points

### Grading

| Grade | Percentage Scale | Points (Undergraduate) | Points (Graduate) |
|-------|------------------|------------------------|-------------------|
| A     | 93-100%          | 465-500                | 558-600           |
| A-    | 90-92            | 450-464                | 540-557           |
| B+    | 87-89            | 435-449                | 522-539           |
| B     | 83-86            | 415-434                | 498-521           |
| B-    | 80-82            | 400-414                | 480-497           |
| C+    | 77-79            | 385-399                | 462-479           |
| C     | 73-76            | 365-384                | 438-461           |
| C-    | 70-72            | 350-364                | 420-437           |
| D+    | 67-69            | 335-349                | 402-419           |
| D     | 63-66            | 315-334                | 378-401           |
| D-    | 60-62            | 300-314                | 360-377           |
| F     | 59 or lower      | 0-299                  | 0-359             |

### Course Attendance

Students are expected to attend every class, to actively participate in each week's discussions, to complete weekly assigned readings and homework, and to participate in the forums outside of class. If a student does not attend class, he or she may not be able to fully participate in the forums because they are based on literacy topics from classroom activities. In some cases, we do not have an assigned forum discussion, but we are actively learning about literacy through in-class activities.

Because life is full of unexpected surprises, sometimes we cannot meet every obligation in our lives. Students will be allowed to make up the points from a missed class by finding a short article from *Education Week*, *English Journal*, *Voices from the Middle*, or an *NCTE* column. Please choose an article that is pertinent to our coursework for the evening. Cite the article. Then, share key details of the article in the forum and include a critique of that article. Offer advice for other teaching candidates to show how the article is useful for literacy instruction. This work should be substantial enough to replace a three-hour class. The due dates for the make-up work follow the due dates attached to the forum for the week missed. That is, if you miss Week Three (February 6), your make-up work is due by Sunday following Week Three (February 12). If a forum discussion has been assigned, you are expected to post a response to the topic according to the required due date/ time for the assigned forum. No late make-up work will be accepted. This option is limited to **two classes per student**. After this, no make-up work will be accepted for missed classes.

If you leave class early, your forum grade will automatically be reduced by half. There will be no exceptions, and no make-up work will be allowed.

### Late Work Policy

With the exception of the missed class make-up assignments (see above), late work will be assessed a full letter grade per day it is late (including weekends). After four days (including weekends), late work will not be accepted. Please contact the instructor in writing through email

in advance of any planned absences to discuss accommodations.

## **Course Assignments**

### ❖ **Discussion Forums**

(Assigned January 30, February 27, April 3, and April 17)

The course requires one original post (300 words) to the discussion forum hosted in the course Moodle **four times** throughout the semester followed in class on the specified due date by a thoughtful discussion of others' ideas. We will use class time on the date the forum is assigned to create a topic related to the course's scheduled topics and activities. Original discussion posts are due on the **Monday** (5:00 p.m.) following the assigned forum topic.

If you are absent for discussion of the forum posts, you may post two meaningful responses (100 words each) to at least two other participants' forum posts for the assigned forum topic. The forum includes discussion prompts to promote respectful communication of ideas even if teacher candidates differ in their opinions. Participants are expected to post detailed, thoughtful, and respectful comments that address the prompts. Please note that in online discussion, it is often difficult to detect tone of voice. Sarcasm, humor, and anger can sound the same. Please be sure you are communicating the way you want to be heard, and don't leave your comments up to the readers' imaginations to interpret.

See Discussion Rubric for evaluation criteria. Please review the rubric and your own feedback to understand what is expected in these posts. Although your posts are more informal than other writings in the class, please edit for misspellings and grammatical errors.

### ❖ **Poetry Lesson Plan – Due February 27 (Final Plan and Reflection Due March 6)**

Students will design a lesson plan to teach a poem by implementing focused reading strategies with the required components: identified grade level, length of lesson, learning target(s), Montana Common Core standards addressed, materials needed, lesson activities, and assessment. A description of this project and a rubric will be provided for planning purposes after the course begins.

### ❖ **Literature Unit Plan – Final Plan due May 5**

Draft due April 10 (First Draft), April 17 (Second Draft)

Lesson Presentation – April 24 and May 1

Final Unit Plan due May 5 (by 11:59 p.m.)

Over the course of the class, each participant will develop one unit plan consisting of at least four distinct lessons spanning 1-2 days each. This project is directly connected to your choice book, which provides teaching strategies for your unit plan. A description of this project and a rubric will be provided for planning purposes after the course begins.

### ❖ **Choice Book Lesson Presentation– April 17**

Students will present outside choice books to the class, modeling a reading strategy with the class. A description of this project and a rubric will be provided for planning purposes after the course begins.

### ❖ **Teaching Reading and Literature Philosophy Paper – Due May 8**

Your final paper represents your philosophy about teaching reading and literature with students. Based upon the topics presented throughout the semester, carefully consider who you are as a teacher in the classroom and how your understanding of the literary process impacts your teaching style and the atmosphere of the classroom. A description of this project and a rubric will be provided for planning purposes after the course begins.

### →**Synthesis Essay of Literacy Instruction Articles – Graduate Credit Only - Due May 1**

Participants taking this course for graduate credit are required to write an additional synthesis essay of about 1000 words. Select five contemporary articles related to Common Core, reading assessment, strategies for nonfiction texts, literacy in the digital age, gender and reading, use of textbooks, or another topic with instructor's approval. The articles should have been published within 24 months of this course. Analyze the articles and their significance in light of this course.

A formal assignment and rubric will be provided for planning purposes after the course begins.

### **Course Policies**

- 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, including forum discussions, 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](#)
- You must elect to take this course for a traditional letter grade.
- 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](#)
- Students with disabilities may obtain support for classes through Disability Services in the Lommasson Center 154. Please consult with me at the start of class if you have accommodations for your classes. I want to ensure all students receive the necessary support to be successful in this course.
- Please note this semester's calendar for fee payment and drop/add deadlines, as well as other important dates.

### **Professional Membership**

Students in the English Teaching Program are required to join National Council of Teachers of English as student members - [National Council of Teachers of English](#)  
Students are also encouraged to join NCTE's state affiliate, Montana Association of Teachers of English Language Arts as student members - [MATELA](#)

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## Schedule of Topics and Activities

Please find more detailed descriptions of weekly class activities and assignments in the course Moodle. **\*Forums Assigned (January 30, February 27, April 3, and April 17)**

**Week One (January 23):** Effective Readers, Schemata, and Public's Concern for Reading Skills

**\*Week Two (January 30):** *Deeper Reading* (Chapters 1-4, pp.1-78) due, Montana Common Core Standards, Text Complexity, Using Prior Knowledge to Focus the Reader, Excerpt from *The House on Mango Street*

**Week Three (February 6):** *Deeper Reading* due (Chapters 5-7, pp.79-147), Poetry Engagement/Interpretation Strategies - *Traveling Through the Dark*

**Week Four (February 13):** Choice Books, *Deeper Reading* due (Chapters 8-10, pp. 148-216), Reading Strategies for Fiction/Nonfiction, Poetry Workshop, **Two Sample Texts due, Stafford poem lesson draft due**

**Week Five (February 20): No Class – Presidents' Day**

**\*Week Six (February 27):** Poetry Teaching Presentations, **Poetry Lesson due**

**Week Seven (March 6):** The Novel Unit – *Of Mice and Men, What's the Big Idea?* (Chapters 1-3, pp. 1-72), Types of Student Learners, Backward Novel Unit Design, Essential Questions, **Final Poetry Lesson and Reflection due**

**Week Eight (March 13):** The Novel Unit – *Of Mice and Men, What's the Big Idea?* (Chapters 4-6, pp. 73-142), Theme Mapping, Literary Lenses

**Week Nine (March 20): No Class – Spring Break**

**Week Ten (March 27):** Teaching Multicultural Literature/ Native American Literature (Guest Instructor: Derk Schmidt) – *Fools Crow*

**\*Week Eleven (April 3):** Text Choice and Challenged/ Banned Books, Literature Curriculum Design

**Week Twelve (April 10):** Literature Unit Plans (Peer and Instructor Review)

**\*Week Thirteen (April 17):** Choice Book Lesson Teaching Presentations, **Revised Literature Unit Plans due**

**Week Fourteen (April 24):** Literature Unit Plan Teaching Presentations

**Week Fifteen (May 1):** Teaching Presentations, Course Evaluation, **Graduate Papers due, Literature Plan due Friday (May 5, 11:59 p.m.)**

**Finals Week (May 8): – Final Class Meeting - Teaching Reading and Literature Philosophy**

**Papers due, Designing a Reading Classroom**

**ENT 441, Spring 2017**

**Mondays 5:00-7:50 p.m.**

**GBB 202**

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